COMMON SENSE DIDACTICS

HENRY SABIN

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FOR COMMON SCHOOL TEACHERS

By

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THE PREFACE

PURPOSES.—This book is addressed to that large body of teachers who are at work in the common schools of the land. It is designed to be helpful to those who have had little or no professional training and whose outfit consists mainly in their native good sense, and in a fair knowledge of the common branches. Whatever there may be of value in the volume is drawn very largely from an experience of over fifty years in school work. While acting as supervisor of schools, and at institutes and educational meetings, it has been my custom to note down those points of practical importance in which the body of teachers seemed to need instruction. From these notes I have prepared a volume for those who are disposed to investigate school affairs from a common sense standpoint. Much genuine pleasure has been derived from the writing of this volume, and it is sent forth in the hope that it may prove an aid and encouragement to those who desire to enter more fully into the true spirit of teaching, without which all knowledge is formal and valueless so far as the school is concerned. There are countless numbers of teachers who regard only the subject matter contained in the books, and neglect "to teach the child," which is a far more worthy object.

Not long since the statement was made by a prominent superintendent, and greeted with applause, that he measured the worth of a teacher by the number of pupils in her room who could pass a successful exam-

ination for promotion. This book has been written, not only to combat, as far as possible, such ideas as this, but to inculcate and enforce the opposite, which Edward Thring formulates in these words: "Education means training for life. Lives, not lessons, are dealt with; with its corollary, that no system which battens on books is true."

I have no desire to appear as a critic. The oft-repeated story of incompetent teachers and wretched schools, dinned into the ears of young teachers, has a most disheartening effect. It kills their ambition, dwarfs their enthusiasm, and sends them to their schools with the feeling that in nine cases out of ten failure is inevitable. On the contrary, I would take down the shutters, and throw open the schoolroom doors, that God's pure air, the warm sunshine, the songs of birds, and the smell of flowers may come in and fill every crevice and corner of the room, so that the humblest teacher may see and feel what a noble, Godlike thing it is to strive honestly and conscientiously to do one's duty.

Arrangement of Subjects.—It is proper here to call attention to the arrangement chosen for the subject-matter in the different chapters. This volume is designed as a counselor, which teachers can keep on their desks, and to which they can refer at odd moments, as they have time or as occasion suggests. While there is a common vein of thought and purpose easily traced, running through the entire book, each chapter has a character of its own; it stands out by itself, and is intended to meet an individual purpose. Thus, any teacher can select the chapter which seems to meet personal or present necessities, and defer reading the others until a more opportune time.

ARRANGEMENT OF CHAPTERS.—In arranging the chapters the reader will find that the first four have reference to the nature of teaching and the preparation of the teacher. This is followed by two chapters having special reference to the child and things which will be most useful to children. Moral instruction, as of greatest importance, follows next, with its adjunct, habits. School government naturally follows this. The health of the school and the cultivation of taste are next. Then the recitation follows, not because it is of minor importance, but because other things which have been mentioned are necessary in order that the recitation may be of most use. Oral instruction, as closely allied, follows recitation. The other subjects, memory, imagination, and so on, come in their natural order. Special attention, however, is called to the last chapter, regarding books and their uses.

HENRY SABIN.

Des Moines, Iowa, June, 1903.

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SUGGESTIONS TO THE READER

I

READ this book with pencil in hand. If you find anything which strikes you as wrong, or in which you think the author is mistaken, read the paragraph or page the second time more carefully than the first, and give the subject most earnest thought. Debate the matter with yourself, and draw your conclusions from your own experience. Above all things cultivate the power of independent thought.

II

PAY attention to the questions at the end of each chapter. Some of them will enable you to examine yourself as to the way in which you have read the text. Others are intended as suggestions and it will require some thought, and perhaps some research, to answer them in a manner satisfactory to yourself.

III

THE quotations at the close of each subject will be found very helpful if rightly read. They have been carefully selected from the highest educational authorities. From them the reader who has not ready access to a pedagogical library may learn something of the thought and style of men and women who have made themselves illustrious as writers and thinkers in their chosen fields.

IV

THE reader will notice that occasionally reference is made in the text to a preceding page. By turning back it will be found that the same subject is there treated from a somewhat different standpoint.

COMMON SENSE DIDACTICS

CHAPTER I

THE NATURE AND CHARACTER OF TEACHING

The Open Door

None but true ladies and gentlemen should be employed as teachers.

—*John A. Vincent.*

What a man purposes to do, that he should learn before the doing is attempted.

—*Socrates.*

Of the two I prefer activity of mind and interest in the work rather than high scholarship.

—*Thomas Arnold.*

Teaching is telling; and he who can so tell the common things of life as to excite the child's curiosity and interest, and arouse him to self-activity of mind is an expert teacher.

—*Selected.*

Teaching.

IF WE inquire what is the secret of success in teaching, we shall find that it lies almost wholly in the spirit of the teacher. Knowledge of subject matter, skill in the use of methods, an acquaintance with the latest phases of educational thought, although very desirable, are not the only essential things. It is true that they are sometimes so regarded and are so emphasized by those who aspire to be teachers of teachers. But "teaching is telling." One man will tell a story, or preach a sermon, and nobody who hears will grasp his points or understand his conclusions; another will tell the same story, or preach a sermon from the same text, so that his listeners will

eagerly take in every word and carry lasting impressions away with them. The reason is that the one tells his story as though he had no part in it; the other as though he himself were the hero: the one preaches his sermon as a matter of duty and not of heart; the other as though he himself were responsible for the salvation of every soul in the congregation.

Between those who teach with the heart and the spirit, and those who teach as a matter of duty only, there is all the difference that there is between the quick and the dead. "It is the letter which killeth; it is the spirit which maketh alive." A certain teacher was once criticized as being "educated to death." He knew enough, and more than enough, but failed as a teacher in the deadness of his instructions, in his inability to put himself in close contact with his class, and in his failure to arouse interest or awaken enthusiasm.

Distinction of terms.

It is very desirable that they who aspire to be teachers in our schools should be well grounded in those definitions and principles which are at the foundation of successful work in the schoolroom. The blind should not be allowed to lead the blind in matters of such great consequence as the education of the child.

Teaching vs. learning.

Observe, in the first place, the clear distinction between teaching and learning. I may be able to teach another something which he desires to know, but the act of learning is his own individual action which no other person can appropriate Here is involved the true relation of the teacher to the pupil The teacher cannot create, but he can awaken and stimulate the self-activities of the child's mind. What the child does for himself to-day

gives him power to do more for himself to-morrow. Let us study this art of teaching for a moment.

True teaching is a double process, involving at once the mind of the teacher and the mind of the taught. Anything less than this is not teaching. There must be an active coöperation between the will of the master and that of the disciple. This coöperation must be voluntary, not forced; it can be induced only where there is absolute freedom on the part of all concerned in the operation. The teacher must be free to teach in accordance with his own ideals, and the pupil must be in that receptive state which is characterized by the absence of coercion or restraint.

Freedom.

I do not disregard the place of authority in the schoolroom, but the nearer the exercise of teaching approaches a high standard of excellence the less need is there for any compulsion on the part of the teacher. It is only when this freedom prevails that teaching becomes a noble profession. Otherwise it is a trade, and a sorry one at that. Real teaching is not so much an informing as an awakening process. It is characterized by life and growth on the part of both the instructor and the school. Only that which is strong on the spiritual side can be made effective for the highest good of the pupil.

Ruskin says: "That which is born of evil begets evil; that which is born of valor and honor begets valor and honor." Mechanical teaching, the mere listening to recitations, the rigid adherence to rules and formulas, so prevalent in the schools, cannot produce or maintain life. Teaching which is saturated with life-giving energy reproduces its own spirit in the learner, and multiplies itself in many hearts.

Mechanical teaching.

David P. Page was not renowned for his learning; he had no diploma and no degree. Yet his book, *The Theory and Practice of Teaching*, has reached the hearts of more teachers than any other book ever written from an educational standpoint. Thomas Arnold was not superior to many others as a classroom instructor. It was not until after his death that his pupils discovered how indissoluble were the bands which bound them to him through the personal influence that he exerted over them. Mary Lyon, the founder of the school at Mt. Holyoke, is another example.

There have been hundreds of such, unknown to fame, who have swayed the hearts of pupils and parents as the heads of ripened grain bend to the passing breeze. Recall the teachers who have most influenced your life, whose memory remains as a coal of living fire in your heart, and you will find that they were men and women whose soul enwrapped your soul, and filled you with a burning desire to know all things.

A teacher had taught many years Hundreds of boys and girls had passed under his care. One of them, who had been a wayward boy, was heard to remark, "Something that teacher said to me once, opened my eyes to the possibilities of my life, and changed my future career in the world." And lo! the teacher, his face toward the setting sun, went on his way with a glad heart, for even while in the flesh, he had received a rich recompense for all his labors.

Baldwin's definition.

Baldwin says: "Teaching is the art of promoting human growth." To be more specific, it is the art of promoting mental, moral, and physical growth. Under its influence the child advances from one stage to another in a regular, systematic order. It is a constant, unvarying

influence ministering to the wants of the child, as the sun and rain minister to the growth of the plant.

The nature of teaching is such that it must be based upon mutual confidence. If the teacher is not conscious of his own powers, he hesitates, and, through his timidity and his half-hearted zeal, fails to inspire his class to do the best work possible. On the other hand, when the pupils discover that the instructor is incompetent, or is dull, lifeless, and half-hearted in his work, they first lose confidence and then interest, and the time allotted to the class recitation is wasted.

Compayre says that a teacher must understand how to make what he knows an instrument of intellectual culture. Even the prattling child has his ideal. The truest teaching known is that which searches this out and upon it endeavors to build the child's future. *Importance of ideals*

There can be no true teaching then, where there is no ideal in the mind of the teacher. This ideal, which comes to the teacher as the result of study and experience, must be clear, well-defined, and sufficiently strong to give tone to every exercise of the school.

Dr. James, in his *Talks to Teachers*, says: "In teaching you must work your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind; then reveal it to him so impressively that he will remember the occasion to his dying day; and finally fill him with a devouring curiosity to know what are the next steps in connection with the subject." *Quotation from Dr. James.*

This is the culmination of true teaching: that it reaches the heart, influences the motives, controls the impulses, and promotes the growth of manliness in

the youth. Teaching in its highest and best sense is characterized by a personality which takes fast hold of the child and creates a oneness of soul and heart between teacher and taught, so that either becomes a means of strength and help to the other.

The reason why so many teachers fail in their work is because of the absence of the teaching spirit. Many of them do not even comprehend that there is such a thing in existence. They hear lessons, they enforce order, but their teaching is steeped in the very dregs of deadness.

Somebody has said that Mark Hopkins at one end of a log and Garfield at the other, would constitute a university. That is not correct. So long as the log separated them there could be no teaching in any high sense. That would be possible only with Hopkins and Garfield sitting side by side, heart to heart, thought answering thought; the teacher quickening the pupil, and the pupil, by his eagerness to learn and know the truth, stimulating the teacher to yet greater effort. Wherever there is present a teacher with a desire to communicate and a power to awaken and stimulate, and a pupil not only willing but eager to learn,—these two constitute a school.

I hold that the growth of the teacher is one of the distinctive characteristics of real teaching. Thring says: "Like all other high arts, life must have free play or there can be no true teaching." Living with the pupil; entering into his thoughts, his motives, his purposes; controlling and directing all his energies toward one end, and that end growth,—this is teaching.

Growth of the teacher.

Do not go to sleep over your task; put soul and brains into it. Individualize your work. At every

point bring the school into contact with the world. Fetch the pebble from the shore; pluck the leaf from the tree, the rose from the stem; gather bud and flower and fruit; go out into the highways and the hedges, into the streets and the marts of trade, in order that you may stimulate the pupils under your care to develop into live men and women. "Light up the magic lantern of common sense and common things," and thus illumine your work.

Huxley says: "It rests entirely upon the intellectual clearness and the moral worth of the individual whether the political experiment which we are trying in this country will succeed. While education cannot give intellectual clearness or moral worth, it may cherish them and bring them to the front." To cherish and bring to the front intellectual clearness that the pupil may think exactly, and moral worth that he may act rightly, these are the ends to be earnestly sought by you in your work.

Huxley's idea.

Knowledge is not always a means of discipline. A man with a comparatively small amount of knowledge may have a mind trained to think, judge, remember, and reason. A man with a large amount of knowledge, but without discipline to put what he knows into practice, has been compared to a would-be carpenter with a basket full of sharp tools which he has not the skill to use. Consequently, while the possession of knowledge is desirable, it does not always insure a good teacher.

Knowledge and discipline.

Knowledge alone is not power. Only when it is applied to some useful purpose does it become of any real value to the individual or the public at large It is a part of the teacher's work so to impart knowledge

that the pupil may assimilate it and thus gain strength and power through its nutriment. Knowledge is generally supposed to be an accumulation of facts. But the man who remembers the most dates in history is not of necessity a superior historian; the man who has at his command all the rules and formulas in arithmetic or mathematics is not always a good mathematician. To accumulate information is one of the ends to be kept before the pupil. Every teacher should remember this, but at the same time he should not neglect the higher end which is growth, to which all knowledge should be made to minister.

Knowledge not power.

Discipline is the source of power. A man with a well-disciplined mind is one who can make the best possible use of the knowledge he possesses. The body is disciplined when, through careful exercising, each organ is able to perform its functions without weariness. One object of the school is to discipline as highly as possible both mind and body.

Use of discipline.

A noted man wrote thus of himself: "I do not make any pretense of great knowledge. What I know I have made my own by thought and study. I know it, as it were, by heart. I feel dissatisfied if at the end of the week I have not added some increment, however small, to the sum of my knowledge." Yet another writes: "I have striven all my life to make my knowledge of some service to others with whom I have come in contact. If I have done any good in the world, it is because of this effort to make my knowledge serviceable. Selfishness has seemed to me abhorrent to my nature, and so I have endeavored to school myself to the notion that through the possession of

knowledge I may make the world better for my living in it." Knowledge and discipline combined make a man a complete master of himself.

Education is systematic development. It cannot do everything, nor can it supply that which is missing. In other words, education cannot create; it can only unfold or draw out. While it may be true that the mind of the child differs from that of the adult only in the power or strength which comes with maturity, it is equally true that the mind of one child is essentially different in its faculties, and in its power to grasp, from the mind of his seatmate. Hence the skillful teacher discriminates in what may be wisely required of children during the period of school education. It is the province of *instruction* to furnish material; of *education* to work the material up, so that it may minister to growth. The mind gains strength by assimilating the knowledge furnished through instruction.

Instruction and education.

It is not my intention to attempt an original definition of education or instruction. At the end of this chapter are a few definitions sufficient to convey a clear idea of what is included in each term I am anxious, however, to impress upon the reader the thought that neither education nor instruction is derived entirely from books.

It used to be said that the child is sent to school to be educated. He may just as well be sent to the shoemaker's bench or the blacksmith's shop for that purpose. Life is the great educator, and the incidents of life furnish the material for instruction, so that whether the child becomes an adept in book knowledge or skilled in the use of tools, an artist or an artisan, he is educated only when he

Life the educator.

reaches up to the full height of the opportunities which God and nature throw in his way.

He who does this does his whole duty. Emerson has this in mind when he declares: "If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he build his house in the woods, the world will make a beaten pathway to his den."

The child's future.

Good teaching looks to the future of the child, while poor teaching is content with to-day and takes no note of to-morrow Education is the searchlight enabling the child to scan the horizon which limits the possibilities of his being. It is the business of education to teach the pupil how to apply knowledge, for thus only does knowledge become power. A strong, sound body; a keen, sensitive conscience; an intellect trained to reason, to conclude, to act,—these are the parallel lines along which education must move in order to reach the greatest degree of perfection.

Importance of study.

Study is an essential factor in the process of education. It is based upon attention, or close, persistent thought. It is a habit which can be cultivated and made stronger by application. The teacher must know what study is, and how to cultivate it, before he can induce others to study.

The power to master a subject and to make it his own is lost to the pupil who has not been taught how to study Do not overlook the importance of this point, both in your preparatory work and in your actual teaching.

Study is close application of the mind to the subject in hand It is largely a habit which may be acquired

through persistent effort. But it is a habit which follows the pupil into business life, and ministers much to his success. The clerk often has to learn how to study after he leaves school. That is, he has to withdraw within himself and exclude all outside affairs while he pays strict attention to whatever his employer has committed to his charge. Self-interest incites him to this. He desires to retain his position, to achieve promotion, and to obtain a foothold from which he may climb to yet greater heights.

Study defined.

The training necessary to gain this power of application must begin with the first lesson assigned to the child in school, and it must continue to the end of school life. It is the real work of the school; something to do, something to acquire within a given time.

Rosenkranz insists that the plain distinction between work and play must be observed. "Work should never be treated as if it were play, nor play as if it were work." There is a marked tendency in our schools to-day to discard work—which is study—and to substitute in its place a kind of semi-study, which is but little better than play.

Rosenkranz's idea.

The child learns how to study by studying. He must do most of the work himself. Lewis Ransom Fiske, in *Man Building*, says: "For either the book or the teacher to do the whole work is robbing the child of power. It is worth immensely more for the boy to learn how to study one thing thoroughly, than to read a dozen things in a book."

In order to study to the best advantage, there must be sufficient will-power to call in the wandering thoughts and fix them upon the lesson. In most cases of failure this is the cause. Begin with giving a

short lesson and not too much time in which to learn it, and then insist upon close application and study during the allotted period.

Immaturity not a crime.

Lessons should be proportioned in length and in difficulty to the intellect of the child. Immaturity is not a crime. Too many teachers make their own ability to grasp and master, the criterion by which to judge the ability of the child. Development is a slow process. It is a question whether we do not at times hasten it so much as to induce a superficial knowledge. Give the seed time to germinate. Watch patiently the beginnings, and cultivate a continuous growth. "Make haste slowly" is an excellent motto for the schoolroom. Do not think you are doing well because you are doing much.

Training

Training is only continual practice along a given or direct line. It often precedes the real work of instruction, but when rightly and wisely directed it becomes an important aid in the development of mental power. To train a child is to cause him to do certain things in the best and most natural way.

Habits.

Physical training, as it leads to the formation of habits which make the child an agreeable or disagreeable member of the family or school, is by no means to be neglected. The first five years of the child's life ought to be devoted very largely to physical development. During the second five, the mind should not be overfed. The mental diet should be carefully selected. Those methods should by all means be avoided which are calculated to make a mental or intellectual prodigy out of the little child.

While I am at times filled with wonder at the intellectual feats performed by little children in some of

our schools, I wonder still more at the supreme folly of the teaching which permits such things. On the other hand, when the child is ten years old the foundations for scholarship should have been laid. He should have some power of application, some habit of study, and should know the pleasure which comes from conquering difficulties. He should begin to realize what work is.

Skill, as the expression of power, is the result of careful, painstaking training. Skill can best be acquired in youth. Natural or inherited skill, shown by the aptitude of children for some particular line of work, can be much improved by practice. If allowed to fall into disuse it seems to be forgotten, and gradually to disappear as a controlling power.

Skill—how best acquired.

In all these things let there be intelligent freedom, so that every teacher may find for himself the way to

The Open Door.

Quotations Worth Reading

TEACHING

Teaching is the art of promoting human growth. The efficient teacher understands the growing pupil and understands the subject taught. He completely adapts matter and method and leads learners to put forth their best efforts in the best ways.

—*Joseph Baldwin.*

All who propose to teach need to recollect that the very basis of fitness for teaching, so far as it can be gained from study, is a broad and accurate scholarship.

—*David P. Page.*

The term *teaching*, it is thus seen, is a little more comprehensive than the word *instruction*. An instructor, strictly speaking, is one who furnishes the mind with knowledge; a teacher is one who furnishes the mind with knowledge, and at the same time aims to give mental culture.

—*Edward Brooks.*

KNOWLEDGE

Knowledge is gained by study and by observation. It is imparted by the printed page and living teacher and is gathered from a thousand different sources. "Life forces knowledge upon us," and whether he will or not man cannot escape knowledge.

—*Selected.*

To impart knowledge at the right time, in the best way, and in discreet measures is one test of a teacher's skill. It is a higher test if by pointing out the sources of knowledge he can lead the pupil to form habits of investigation and research such as will last him his lifetime.

—*Selected.*

DISCIPLINE

Discipline is the result of training and study. In physical culture it gives a man control of his muscles, so that they are obedient to his will. In mental culture it gives him control of his intellectual powers, so that he is able under all circumstances to do the best work possible. In moral training discipline gives a man such control of himself bodily and mentally that he can resist temptation, discern good from evil, and make the best choice.

—*Selected.*

Through discipline rather than instruction the teacher renders it possible for the child in youth and the adult in later life to raise himself to higher levels of living.

—*Selected.*

INSTRUCTION

The principal means employed in intellectual education is instruction. There is, in fact, no other way to develop the faculties than by exercising them. Now, intellectual exercise is study, and teaching is causing a pupil to study.

—*Compayre.*

Instruction is the furnishing of the mind with knowledge. It is the process of developing knowledge in the mind of another. The term is derived from *in*, into, and *struo*, I build, meaning I build into. To instruct the mind is thus to furnish it with knowledge, to build up knowledge in the mind.

—*Edward Brooks.*

Instruction is directly giving information—knowledge of facts, new ideas, and words—to the pupil. It should be done only for the purpose of stimulating the desire for more knowledge, and of furnishing material that the pupil cannot economically get for himself.

—*Ruric N. Roark.*

EDUCATION

Education is any process or act which results in knowledge, or power, or skill. It includes not only teaching and learning, but all acts, processes and influences which occasion these results, whether as scholarship, culture, habit, or character.

—*Emerson E. White.*

Education is the science of human development. We cultivate plants, train animals and educate persons. Education makes the difference between the feeble infant and the strong man.

—*Joseph Baldwin.*

Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments originally received at the hands of nature.

Education can only develop and unfold; it cannot create anything new.

—*Rosenkranz.*

Education is a living into better things.

—*Grant Karr.*

STUDY

Study is the attentive application of the mind to an object or subject for the purpose of acquiring a knowledge of it. Study involves persistent attention, and continued or prolonged holding of the mind to the knowing of an object by acts of the will.

—*Emerson E. White.*

Let the mind of the pupil be studied as well as the quality of the recitation determined. What has been learned should become known by the teacher, but how the student proceeds in gaining knowledge should also be investigated, and guidance afforded.

—*Lewis Ransom Fiske.*

TRAINING

The systematic procedure of the teacher is implied in the word training. It means the continuous or periodic exercise of the faculty, with the definite purpose of strengthening it and advancing its growth.

—*James Sully.*

The teacher needs to observe, read, think, practice. He needs to sit at the feet of Jesus, of Aristotle, of Socrates, and of Pestalozzi, and learn methods from the masters.

—*Selected.*

Children may be trained so as to respond in the right way to any duty in life. If they see a misplaced article, they may, on catching sight of it, put it in its place as naturally as a dog points toward a bird for which the hunter is looking.

—*Reuben Post Halleck.*

Questions for Examination

1. What do you understand by the expression, "the spirit of the teacher?"
2. What is the necessity of freedom in the process of teaching?
3. What does Dr. James say in his *Talks to Teachers*, which is applied in this chapter?
4. What end is to be most ardently sought by the teacher in his work?
5. Why is knowledge not always a means of discipline?
6. When only may we say that knowledge is power?
7. When may we say a man has a well disciplined mind?
8. What is study?
9. What is it to train a child?
10. What is skill? How may it be acquired?

Suggestions Worth Thinking About

1. Do I know how to study?
2. What conditions are favorable to close study?
3. What treatment is best for the excessively nervous child?
4. Are my pupils wasting their time?
5. What professional progress am I making?

CHAPTER II

THE TEACHER

The Master Builder

The inspiration of the school is the presence of the living teacher.

Above all, a teacher must be a scholar, and if he is to be a teacher of real power, he must be a man of wide and accurate scholarship.

—*W. H. Payne.*

Good methods of teaching are important, but they cannot supply the want of ability in the teacher. The Socratic method is good, but a Socrates behind the teacher's desk to ask questions is better.

—*Thomas M. Balliet.*

The woman who touched the hem of the Savior's garment felt at once the vivifying influences which were all the time going forth from the Great Teacher. Here we stand face to face with the greatest mystery of the teacher's art.

—*Nathan C. Schaeffer.*

THERE are some things which the teacher ought to be or do. There also are some things which he ought not to be or do, and these latter are of equal importance with the former. He ought not to be indifferent to his personal appearance. No matter how small his monthly salary; no matter how meanly dressed his pupils may be; no matter though the people of the district are careless as to cleanliness and neatness, the teacher is under obligations to place before the pupils an example which they may safely follow.

Personal appearance.

If the teacher is a lady, then a trim dress, which costs but little, a clean apron kept in the desk for school use, a spotless white collar set off by a bit of blue ribbon tastefully tied at the throat, hair neatly brushed, teeth

pearly white, finger nails immaculate as ivory,—these things will exert a more potent influence over thoughtless boys and girls than switch or ferule can possibly have. The frown of such a teacher is a terror to evil-doers, and her smile is a perpetual reward to those who do well.

With a male teacher, personal appearance is of equal consequence. Tidy linen, well-kept hands, pure breath uncontaminated with the odor of tobacco or liquor, garments that fit the person, with nothing of the dude, with everything of the gentleman,—we count these as little things, and yet they add to the strength of the strong and increase the wisdom of the wise.

Fuller writes: "The good yeoman is a gentleman in ore, whom the next age may see refined; he is the wax, capable of a gentle impression, when the prince shall stamp it."

Uniformity and sincerity.

Again, the teacher cannot be one person in the presence of the school, and an entirely different person in society at large. He cannot shut up his character in his desk, or confine it to the schoolroom when he locks the door at night. The most essential thing about a teacher is his character, and that cannot be separated from his individuality. The prime element in character is sincerity. Children unconsciously judge a man by this test, and if they find him wanting, they at once lose confidence in him. In the old days when the teacher "boarded round" a week in a family, parents could estimate the master's worth with a good degree of exactness. Now, about all they know of the school teacher is what the children tell them at home, and what they see of him as they meet him from time to time.

Unfortunately they also have the habit of making the school and the teacher a principal theme of conversation at their various gatherings. This is owing mainly to the paucity of startling events, especially in country life. It is not often done with malice or any evil intent, and yet it has proved the ruin of many schools. The teacher should so conduct himself out of school that no indiscreet act will furnish food for public talk or for idle rumor to feed upon.

The teacher should not say or do things for the sole purpose of making himself popular. Such a course will sooner or later reveal the heartlessness which lies beneath. He should have convictions as to what is right or wrong, and stay by them courageously. But, on the other hand, he should not set himself up to be a "judge in Israel," nor needlessly antagonize those who with equal honesty hold opinions very different from his.

There are some acts which may be harmless in themselves, but which are distasteful to the people whose children are under his care; from the practice of these the teacher ought to refrain. When Horace Mann sat on a stool at the tables in Antioch, partaking of food indifferently cooked, some one said to him: "Mr. Mann, how can you endure all this?" He replied: "I can endure all things for the sake of these young people." So the conscientious teacher may reply to one who asks why he refrains from certain amusements: "I can refrain from anything rather than forfeit the confidence of the people of the district, or weaken in the least my influence over the pupils under my charge."

Horace Mann.

It is well if a teacher has the most wonderful of all gifts, the gift of silence. As in the family, so in the

school, there are many little incidents happening occasionally which should be corrected at the time, and then dropped. Above all, public notoriety should not be given to them by making them the subject of conversation out of school. A parent has the right to ask a teacher concerning the conduct and progress of his own child, and he is entitled to a candid, truthful answer. But he has no right to ask the same information concerning his neighbor's child. If he does, the prudent teacher will give him only a very general reply. A child's reputation is a part of his individuality, and ought not to be trifled with ruthlessly.

The gift of silence.

It is exceedingly unwise for a teacher to ventilate his school troubles to every one with whom he falls in company. A teacher may destroy his own school by this wholesale slander of it. When the teacher talks about his pupils, the pupils retaliate by telling tales of the teacher. Then the parents become involved, and the usefulness of the school is greatly impaired, if not utterly destroyed. The author writes out of his own experience as superintendent of schools. More than once he has had occasion to say to a teacher who was making a dismal failure: "The trouble with your school is that you are talking too much about your affairs."

Great harm comes to the school when teachers begin to criticize each other's work. A superintendent of a large system of schools, who is accustomed to examine carefully into a candidate's qualifications, among other questions asks this: "Has she a happy faculty of getting along with other teachers without friction?" He will not have a teacher in his corps, if he knows it, who cannot

Criticizing other teachers.

do this. Every teacher is entitled to the sympathy and support of his fellow workers.

The introduction of one gossiping teacher into a corps is calculated to injure the entire organization in that city or town. At once there will spring up hard feelings, jealousies and suspicions; cruel innuendoes will be thrown out against one or another; without knowing why or how, the innocent often become involved with the guilty, and for the time being the schools are wrecked so far as usefulness is concerned.

The ignorant teacher can be endured for a season; the incompetent can be got rid of; but from the teacher who talks there is no deliverance. His evil influence lasts long after he has disappeared from the scene. A teacher in a city in which there was much turmoil and talk once said to me: "My daily prayer to God is that He will give me grace to hold my tongue." I judge that his prayer was answered, as he has held his position for over forty years.

This much I have felt called upon to say, as to what a teacher ought not to be or do. Upon the positive side of the question no little has been written and spoken by earnest teachers. Educational books without number have laid down lines along which every good teacher ought to walk. But, notwithstanding all this mass of instruction furnished by books and papers and at associations, the teacher has not yet reached perfection. Probably he never will until the world enters upon the joys of the millennium.

Worry.

Under the limitations of this life the best advice that can be given a teacher is to cultivate cheerfulness and hope; to meet difficulties one at a time; to exercise good common sense, and more

than all, not to worry. Worry is killing more teachers in America to-day than all the hard work exacted from them by rules and regulations of the board. Brain and nerves are consumed by worry, as the fuel is by the flame. Take a stroll every day in the open air; take a Saturday for a party in the woods; get away from school and books; learn a lesson of growth from the grass as the green appears with the opening days of spring, of patience from the rocks, which endure alike the suns of summer and the frosts of winter; of faith from the flowers, which bloom and scent the air to-day though they perish to-morrow.

Lucy Larcom says:

> And everywhere, here and always.
> If we would but open our eyes,
> We would find, through these beaten footpaths,
> Our way into paradise.
>
> Dull earth would be dull no longer,
> The clod would sparkle a gem;
> And our hands, at their commonest labor,
> Would be building Jerusalem.

A Russian prince visiting America once uttered this prayer: "O Lord, if I have to die soon, let me know a few days beforehand. Take me to a place where they have no appointments; take me to a place where I can hear something besides business. Give me one day of rest before I die, where I can see the bright sunshine and breathe the fresh air of heaven."

Maintain a good opinion of yourself.

Without egotism or boasting learn to think well of yourself and to speak well of your work. Nine times out of ten the man who depreciates himself, and decries his own work, is a hypocrite who would count you his worst enemy if you should dare to murmur a

soulful "amen" to what he says of himself and his want of success. Emancipate yourself in all possible ways from the abominable spirit of worry. Try to realize

> The freer step, the fuller breath,
> The wide horizon's grander view;
> The sense of life that knows no death,
> The life that maketh all things new.

Personality.

The personal character of the teacher stands first in the test of qualifications. Integrity in all business transactions; a rigid compliance with the terms of contract; the conscientious discharge of every duty; freedom from all vices; a due regard to the potent influence of example over the lives of the children under his charge; a high-toned morality which cannot endure anything base or low—these are some of the points which school directors cannot scrutinize too closely in persons who desire to act as teachers in the schools.

The teacher should hold in mind the issues which hang upon his work. He must himself be all which he desires his pupils to become. In addition to the above, cleanliness of person, neatness of attire, pleasing manners, correctness of expression, gentlemanly or ladylike bearing, can best be induced in the pupils by the example of the teacher. (See page 25.)

Integrity and honesty.

Integrity is a stronger word than honesty; it reaches farther; it searches out the motives which govern a man's actions. A teacher with a deep sense of integrity will never for a moment disregard a contract, no matter whether it is verbal or written. A contract is equally binding upon teacher and directors, and one party has no more right than the other to disregard its terms. The honor of our calling is at stake here.

A teacher of prominence was offered a more desirable position in the middle of the year. His board decided that they could not release him consistently with the interests of the school under their care. He at once wrote to the proper officials: "I have a contract here and I cannot honorably accept your offer." He did what was right and commendable. Any other course would have left him open to criticism.

Some things in confidence.

As this is a heart to heart talk we may speak of some things in confidence. Lately I saw an inquiry blank which a city superintendent sends to persons whose names are given as references by candidates for positions in the public schools. Among other questions was this: "Does he pay his debts promptly?" There is no habit which will ruin a teacher's reputation more quickly than that of running in debt at the stores. If necessary to ask for credit the obligation should be met without fail when pay day comes. The reputation of being strictly reliable in business transactions is just as necessary to the teacher as it is to the business man.

Another question was this: "Does he exhibit any interest in his pupils outside of his school duties?" This is a very important point. The most skillful disciplinarians govern their schools as much through the influence which they exert out of school as by commands and restraints imposed when school is in session. It is the "unconscious tuition" which knows no rest that really governs the school, if it is well governed. Channing writes: "Parents should seek an educator for the young of their families who will become to them a hearty and efficient friend, counselor, coadjutor in their work." And he adds: "Such is the teacher we need and his value cannot be paid in gold."

Payne says: "The teacher must be a scholar." (See page 25.) The scholarship should be broad without being shallow; it must be sufficient to meet all the needs of the school—but it should not be obtained by cramming for the occasion. There can be no habit more destructive of genuine scholarship than that of cramming for a certificate examination. The information thus gained is not permanently in possession of the mind; it perishes with the using of it. This custom is too common among teachers. It is not productive of thought or mental strength, and under such conditions the examination is no test of the candidate's fitness for teaching.

Scholarship: Cramming.

More than this, it seems to me not to be consistent with moral honesty, because the teacher does not appear in his true light. His apparent knowledge is only pretension, a sham, and will avail nothing in his school work. The examiner has as much reason for rejecting a candidate who has crammed for the examination as he has for refusing a certificate to one who is ignorant.

The teacher should be a generous reader of good books, but not an omnivorous reader of everything which falls in his way. He should be a student, and it is often well for the school if he is pursuing some chosen line of reading or investigation for his own interest. His scholarship should lead to a development of his powers of thought.

Reading of good books.

There are too many teachers whose scholarship is superficial, who skim over the surface, who never dive in search of treasures which are apt to be hidden in the deep places. The best teacher is one whose soul is imbued with a love of knowledge, and who can

bring to his classes the ripe fruits of a mind thoroughly trained to reason, to judge, to conclude—in a word, trained to think.

Growth.

The teacher should never come to the end of his resources. To avoid this he should be a reader of educational literature, and a student of whatever branches he undertakes to teach. It is a credit to a teacher when it can be said of him that he studies the lessons which he expects to hear the pupils recite.

"After beauty and vigor of character, there is nothing that so wins the respect and admiration of pupils as fullness and accuracy of preparation."

A very successful teacher once said: "If I have had any success in teaching it is because I have never permitted myself to go before a class without careful preparation." Another, a master in the classroom, says: "Every day should add something new to the outfit of the teacher. From the first day with the primary grade to the last of the high school or college the teacher who would succeed cannot safely neglect special preparation for the day's work, ever seeking for some means for securing a closer sympathy with his pupils, some way of presenting the subject more naturally and more efficiently, some new illustration, some truer aim, some higher motive." (See page 12.)

How the teacher should prepare the lesson.

Bear in mind, however, that the pupil studies with the view of reciting the lessons; the teacher should study with the view of conducting the recitation so as to aid the pupil in getting the most possible out of the lesson. This point is worthy of careful consideration by the teacher. It is one thing to run over the lesson just before the class is called, with a view of

knowing what is in it; it is a very different thing to prepare it with the view of ascertaining what points will need explanation and elucidation, in what respects supplemental information may be given, errors corrected and principles restated. Probably it is true that teachers fail to grow because of the tendency of the mind to fall into certain grooves and channels. In our common schools this danger is increased by the multitude of lessons which the teacher must hear each half day. The danger is not much, if any, lessened in our high schools in which specialists are employed in different branches.

We sometimes designate this tendency as "falling into the ruts." It can be partially avoided by careful study of the best methods, by reading the best books, and by a thoughtful adaptation of knowledge to the everyday work of the school. But don't be discouraged because you cannot entirely rid yourself of the proclivity. It is incident to life in every calling. To-day does not vary much from yesterday; to-morrow will not vary greatly from to-day. The difference between to-day and one hundred years previous is the result of the slow increments of daily growth and progress. Compare the work you are doing now with that which you attempted years ago, and perhaps you will find encouraging evidences of advancement and power. Remember, moreover, that life without growth is sevenfold death.

Sympathy and patience.

Morgan says: "A man without a heart has no business to be a schoolmaster." One of the strongest elements which is found in the life of every teacher is sympathy. It is no part of the teacher's vocation to repress the self-activity of the child, but to guide

it so that it may become a factor in his growth. (See page 32.)

The heart of the little child responds to loving words and kind deeds, as the strings of the instrument to the touches of the skillful player. As in the mirror face answereth to face, so ought the heart and conscience of the child to answer to the heart and conscience of the teacher.

Patience combined with firmness, with no show of severity, yet with no slackness in maintaining good order, with a deep abiding interest in whatever promotes the welfare of each child at home as well as at school—these must be included in the teacher who deserves success. It is an easy thing to keep school; but it is a great and noble thing to be a true teacher.

If the building is to be fitly joined together, a temple worthy to be the dwelling place of the soul, there must be

The Master Builder.

Quotations Worth Reading

PERSONALITY.

Society is waiting, calling—earnestly, anxiously—for men and women of broader culture and nobler nature—men and women of quick intelligence, of enlightened understanding, of large heart and generous impulse, to take these little ones by the hand and lead them into the pleasant ways of wisdom, virtue, usefulness, and happiness.

—*George Howland.*

Survey these thickly seated benches. Before us are clustered the children of to-day, the men of to-morrow, the immortals of eternity! What costly works of art, what splendid galleries of sculpture or of painting, won by a nation's arms, or purchased by a nation's wealth, are comparable, in value, to the treasures we have in these children?

—*Horace Mann.*

Doing the best always, arouses enthusiasm, earnestness and courage on the part of the doer. It stimulates persistence and opens a vista of better things before.

—*Francis W Parker.*

SCHOLARSHIP.

It is the man who takes in who can give out. The man who does not do the one soon takes to spinning his own fancies out of his interior, like a spider, and he snares himself at last as well as his victims.

—Dr. John Brown.

First of all, the teacher must be a scholar, and no part of his professional education must be conducted at the expense of scholarship. Under scholarship I would include some sensible degree of literary culture, one indication of which is a *pronounced love of good books.*

—W. H. Payne.

Going to his class so full of the sujbect, that were the text-book annihilated, he could make another and better one—he will have no difficulty to secure attention.

—David P Page.

A person cannot teach a rule of arithmetic intelligently without having himself mastered many advanced rules. Your own experience, if you watch it, will force this truth upon you.

—J. G. Fitch.

GROWTH.

The price of retaining what we know is always to seek to know more. We preserve our learning and mental power only by increasing them.

—Henry Darling.

We are put here to grow, and we ought to grow, and to use all means of growth according to the laws of our being.

—Edward H. Clarke.

A true teacher never thinks his education complete, but is always seeking to add to his own knowledge. The moment any man ceases to be a systematic student he ceases to be an effective teacher.

—J. G. Fitch.

SYMPATHY.

The following extracts from that prince of English school-masters, Edward Thring, will bear careful study:

A teacher is a combination of heart, head, artistic training and favoring circumstances. Like all other high arts, life must have free play or there can be no teaching.

Noble character is trained by noble examples of life, and by honest surroundings, whether in word or deed. The highest beliefs and the most true work train noble character. The teacher must have high beliefs, and be allowed to teach in their spirit.

If all the bones are put into lessons, and all the loveliness, the life, the feelings, the pleasure flung away, no one need wonder that lessons have ill-luck.

Light up the magic lantern of common things.

Yes, gentlemen; and we also, in doing this, have discovered the first law of teaching. the first article of the teacher's creed: work from the inside outwards.

Any fool with knowledge can pour it into a clever boy; but it needs the skilled workman to be able to teach.

Questions for Examination

1. What do you understand by the word sincerity?
2. What importance attaches to the teacher's personal appearance?
3. Why should the teacher refrain from continually talking of school affairs in public?
4. What is said of common honesty?
5. How much and what should the teacher read?
6. Distinguish two ways of studying a lesson.
7. How may a teacher hope to keep out of the ruts?
8. With what end in view should a teacher read books and papers?
9. What is it to be a man of integrity?
10. What is the effect upon the teacher of the habit of worrying? What is it to worry?

Suggestions Worth Thinking About

1. Who was George Howland?
2. A teacher in a school paying $600 per year received one Friday an offer of a school in a neighboring city at a salary of $1,000, but he must take the position, if at all, on the following Monday. What was the right course for him to follow?
3. What is a reasonable amount of recreation?
4. Who was Socrates?
5. What is meant by the Socratic method of instruction?

CHAPTER III

PREPARATION FOR TEACHING

Putting on the Armor

But evil is wrought
By want of thought,
As well as want of heart.

—*Thomas Hood.*

If not to-day, then on some far future day, you will answer some questions differently by reason of what you are thinking now.

—*William James.*

The human racer cannot possibly do his work as such if he is tied down to one place, pressed by one dull, unchanging routine, and perpetually in conflict with sordid cares.

—*Edward Thring.*

Other things being equal, the best work will be done by those having the best means of doing it; the best furrowing by the best plow, the best weaving by the best loom, the best sailing by the best boat.

—*Addison Ballard.*

IN ANY calling the best work is done by the best thinkers. Whether the man is an artisan or an artist; whether he is engaged in a profession or follows a trade, the root and origin of his success is the amount of thought which he puts into his work. *Thought.*

It is not my purpose here to define thought or to trace the process of thinking. To do this and to suggest methods of developing the power of thought in the child would require an entire volume.

I take it for granted that the teacher who reads this book is a thoughtful person. If you are not, then you ought not to be a teacher. There is no other profession or vocation which calls for such careful pains-

taking thought as that in which you are engaged. The end is worth the exertion. Joseph Hali writes: "The fuller treads upon that cloth which he means to whiten, and he that would see the stars by day must not climb up into some high mountain, but must descend to the lower cells of the earth."

Teaching has lasting results.

The mistakes which the carpenter or the blacksmith makes can be repaired; or the material, if spoiled, can be replaced. It is not so in teaching. Every mistake here is lasting, and its effects cannot be eradicated. The wound may heal, but the scar will remain. No dependence can be placed upon a thoughtless teacher. Chance, a run of good luck, may carry such a teacher through a term or a year, but such teaching has no fruition in the lives of pupils. Like the ship under ballast, it reaches the port but it brings no cargo.

We are apt to praise that which is practical, and to sneer at the theoretical. Yet theory has its value. The thoughts which are in the mind now may write lines which we shall read with profit in future years. Our actions to-day, more often than we realize, are determined by the thoughts of yesterday. In the school, as in business, action which is not based upon thought and reason is exceedingly hazardous.

I am desirous to have you read these chapters in a thoughtful, receptive spirit. Some quotations will be given you which are worth committing to heart. Many of the suggestions you will find are not new, and yet they will perhaps be all the more weighty because they are old and well seasoned.

The teacher should not undervalue knowledge. It has its appropriate place and use in your equipment. Not only is the possession of it desirable, but the

habits of application and the discipline of mind which come through its acquirement will aid you in your work in the school. Cultivate a close friendship with wisdom, "and with all thy getting get understanding." However, it is not the amount of knowledge which the teacher possesses, but the ability so to impart knowledge to his pupils as to arouse self-activity of mind and induce growth, which counts for success in the schoolroom.

Knowledge.

I have already said that knowledge is not power. (See page 16.) It is only *applied* knowledge which is power. The man on the huge locomotive is more powerful than the man driving the ox cart, only because he has more resources at his command and knows how to use them. The best teacher is the man or woman who is most thoroughly alive to the needs of the present hour. Not "What shall I do *next*," but "What shall I do *now*," is the question which meets us at every turn in life. The past counsels, the future incites, but the present is imperative.

A block of granite weighing thirty tons must be lifted to its place in the monument. All other work must stop until this is done. The skillful engineer plans the great trestle-work, a hundred feet in height. The workmen brace it on every side. On the top is a little dummy engine fitted to do its master's bidding. The engineer lets down a great block of pulleys which the men below fasten to a hook in the very center of the block. Then the little engine begins to throw out quick puffs of steam, like the labored breathing of a man lifting a heavy load. The ropes shorten, the heavy mass of stone goes up, inch by inch, slowly but surely, until it reaches the required level. The engine travels back-

Application of knowledge.

ward along its track, halts at the direction of its master, and deposits the granite on the place designed for it as easily as one can lift a book to its place on the shelf. It accomplishes in an hour the work which a hundred men could not accomplish in a week.

Notice here the intelligent application of knowledge at every step to produce the desired result. From the day the granite is lifted from its bed in the quarry until it finds its position in the monument, there is evidence of that power and skill which must accompany knowledge in order that it may be employed for some useful purpose.

A man may possess a multitude of precious stones and rare gems, but if there is no market for them he will go hungry and naked despite his store. So, though a man possess all knowledge and all wisdom, still his life may be only a blank page in the history of his times. Unless you can link your knowledge to the wants of men, or use it to make existence more endurable for others, you may about as well not have it. It is your business to hold up before your pupils the worth of knowledge as a means of usefulness and power in the world of matter, as well as in the spiritual world.

Discipline of mind comes through close application. That knowledge is most valuable which it costs us some effort to gain. The close student does not always succeed as a teacher, but the real teacher is always a student and a close observer. (See page 33.)

Knowledge has a practical value. The alphabet is the basis of all knowledge. The multiplication table is at the foundation of all mathematics. Facts, hard and dry, as we sometimes term them, are the foundation of all thought. There can be no reasoning with-

out some fact as the basis upon which to build. The greatest teachers the world has ever known have been men and women who have trained the memory to retain facts and to reproduce them as facts when the future needs them. *Practical value of knowledge.*

Do not be afraid of a fact because some one discovered or demonstrated it before you were born. The accumulated knowledge of the world is at your disposal, and out of this mass you are to select some things which the pupil will need in active life, and other things which will incite him to the greatest effort of which his nature is capable.

The pupil goes to school to obtain knowledge. It is likely to be the fault of the teacher if the pupil fails. If, on the other hand, knowledge is all the pupil gains, then his schooling is deficient at a vital point, because knowledge which is unproductive of thought is like the dead tree, bearing neither fruit nor foliage.

If the man on the platform states as a fact that which you know is not true, by so much you are the better man of the two. If you state to your pupils that which purports to be a fact or truth in history or science, and afterward they discover that you have made a mistake, by just so much have you lost your hold upon the class. In short, as you have gained a knowledge of facts from books, or from your own experience, so it is your business to impart these facts to others. More than this, as you have accepted a large part of your knowledge from others without demonstration or question, your pupils should accept as much from you in the same spirit. But it is always dangerous for a teacher to display his ignorance in the presence of his class. *Danger of ignorance.*

I say without hesitation to those who read this chapter that the child comes to you to be informed, and that it is your business to see that when he leaves your tuition he has such an accumulation of knowledge as will aid him in maintaining his self-respect in any walk of life, whether it be the lowest or the highest.

Character and reputation.

The teacher must carefully observe the distinction between character and reputation; between what, in his inner consciousness, he knows himself to be, and that which he seems to others to be. Character concerns the heart and the life of the teacher as a permanent force in his work.

The chief aim of the school is not character building, but character growth. You can no more build character than you can build a tree. When you attempt through any scheme of ethics to form character for the child you weaken his moral nature. Here, as everywhere, it is what the child does for himself that gives him strength.

We send the child out of school into life, as we think, well furnished for all good works. We have buttressed him about with maxims and precepts and sermons. We have required him to learn the choicest extracts from ancient and modern literature, and even from holy writ. And when the hour of temptation comes he fails to stand the test. His reputation is ruined, his standing in society slips from under him, his character falls like the house built upon the sand. It is not difficult to discern the reason. His parents, his teachers attempted to build his character for him. The inward work of character growth, whereby his character and his reputation become inseparable, was wholly wanting. This is one of the most serious mistakes which the teacher can possibly make. In many cases it is fatal to right living.

Some one says: "Conduct is two-thirds of life." He is wrong; conduct is *all* of life. It is the stream by whose waters we may judge the purity of the hidden springs from which it flows.

Character grows through every exertion of the will and every impulse of the conscience. Right thoughts, right motives, right actions,—these furnish material for growth of character, as the soil, the air, the sunlight are necessary to the growth of the tree. These things are as essential to the teacher as to the pupil.

Character vs. reputation.

But character is altogether another thing from reputation. The former is what the man really is; it is the answer to the question: "What am I in the light of eternity?" The latter is what others think and say of him; what the world estimates him to be.

The reputation of the teacher is of great value both to him and to the school. It should be carefully guarded. He should take great pains that it receive neither blot nor blemish. It is not a cowardly excuse for a teacher to say, "I cannot because it will injure my reputation."

Character, however, is a part of a man's individuality; it is the man himself. Knowledge ministers to it; principles of right action underlie it; the will strengthens it. Character is the outward development of the inner life of the man. Some one says: "Reputation is what men and women think of us. Character is what God and the angels know of us."

Still, it is your duty to guard your reputation with the greatest care. Give no one any occasion to speak evil of you. As the little foxes eat up the vines, so little indiscretions, careless expressions, thoughtless actions destroy the reputation of the teacher.

The reflex influence of the teacher's reputation, as it affects the pupils in the school, is often very marked. The great strength of the word "ought" must be made a power first in your own life, and then in the life of the pupil. "I *ought* to do this; I *ought not* to do that"; these words convey a world of meaning.

It is always well to consider: "What influence will this proposed action have upon my pupils?" There is only one conclusion which a conscientious teacher can reach. "If it will injure my reputation in this community, and thus weaken my influence over the school, I *ought* not to do it." This is a golden rule—only remember in every doubtful case to keep on the safe side. (See page 27.)

Sympathy with pupils.

In all things cherish a feeling of humanity toward your pupils. Their failings, their faults, their shortcomings are those usually incidental to child nature, which is only human nature in its purest form. Sympathy is a strong bond between teacher and pupil. Sympathy begets sympathy, and thus lightens the daily toil of the school.

More even than this: while you are sorry for their failures you should be equally ready to rejoice in their success. When you say to a pupil, "I am sorry you failed, try it again," your sympathy is an encouragement. When you say to another, "You have done well; that is an improvement," then your sympathy is a stimulant to yet greater exertions. This was Dr. Arnold's strong hold upon his pupils. Read what one of his pupils says of him at the close of this chapter.

Emerson says that the only way to have a friend is to be one. So the only way to gain the sympathy of your pupils is to give them yours. Assure them, not by your words alone, but by your actions, that you

have an abiding interest in their welfare; in their games as well as in their studies; in their life at home as well as at school. Hannah More says that she has never met a boy, and she has known many, who would be rude and disrespectful to a teacher openly and patiently seeking to do him good. Indifference on the part of the teacher breeds contempt on the part of the pupil.

"If the pupil fails to-day and I help him, and he fails again to-morrow and next day, how long shall I stay by him?" Just so long as he is your pupil. If you give up before he does you are a cowardly teacher.

Consider for a moment what it is to come into heart contact with your pupils. Thus only can you enter into their lives, know their motives, understand their impulses and influence their actions. It is not so much to live *for* the pupil as it is to live *with* him; not so much to control him by your strong will as to lead him by your example. Study to know the child as you know yourself. Give him your sympathy in his troubles, your help in his difficulties, and your wise counsel in temptation. It is unreasonable to expect the child to be any wiser or better than you are yourself.

Independence the purpose of education.

You are not to forget, however, that the purpose of education is to enable the pupil to become in the end independent of his teacher, so that growth may continue when school is finished. By all means avoid that weakly, sentimental kind of sympathy which spends itself in pity and caresses, but imparts no stimulating power or force. Sympathy must not antagonize the will; rather it should reënforce it. It must be healthy, wholesome and helpful. After all, apply to the child what Thoreau says: "You cannot dream yourself into

a character; you must hammer and forge yourself one." Charles Kingsley writes:

> Be good, sweet maid, and let who will be clever;
> Do noble things, not dream them all day long;
> And so make life, death, and that vast forever,
> One grand sweet song.

Make allowances.

You have days when you are moody, perhaps irritable; so has the child. There are times with you when you are discouraged, and when things in general go wrong—"off days" you call them. The child has his "off days," and some allowance must be made for it by his teacher. Strive to interest him in whatever conduces to the welfare of the school. Throw some responsibility upon him and hold him to answer for results. Take him into partnership, as it were, and while you retain the position as senior partner consult with him and establish a mutual interest. An old Latin author says: "I think nothing foreign to me which concerns humanity." The teacher, in the same spirit, should be able to say: "I think nothing foreign to me which concerns any pupil in my school."

Burke, in one of his speeches, says: "My rigor relents, I pardon something to the spirit of liberty." Why may not the teacher sometimes say: "My rigor relents, I pardon *much* to the spirit of childhood." Childhood should be made as happy as possible. Obedience and attention to lessons should be exacted, but not with frowns and scolding tones. Smiles and pleasant greetings and loving words will win the heart and soul, and these are the best weapons that the teacher has against the little annoyances which children so often thoughtlessly occasion.

One element of success, the power of adapting one's self to the situation, must not be passed unnoticed. A weak teacher is controlled or over-awed by circumstances, and consequently fails. *Adaptability.* A strong person controls them, and makes of them stepping-stones for passing over difficult places. Emergencies test the teacher. The power to meet them successfully is the sure criterion of skill.

The unexpected is always happening, and the school affords no exception to the general rule. A blunder may be disastrous, and in an instant undo the work of months. It is no excuse to say, "I did not have time to think." You can do an immense amount of thinking in a moment's space. Coolness, self-possession, is nine-tenths of the battle.

Remember also that every school has an individuality of its own, depending largely upon its environments. Different communities place different estimates upon the teacher's work. In one district the teacher is appreciated; in another she is left alone; and in another she is opposed and hindered in her work more frequently by the parents than by the pupils.

Hence a teacher who succeeds in one school may utterly fail in another because he is not able to conform his measures and his school policy to the surrounding circumstances. Backbone is a most excellent characteristic in a teacher, but even backbones must sometimes bend, and often it is better to bend than to break. There is something worth considering in what we term the "eternal fitness of things."

Give much thought to the individuality of the school; to the conditions which control it. The teacher who endeavors to know the past history of the school will find some points which will serve as a

guide in avoiding trouble. Talk but little, ask few questions, think carefully, observe closely, and act without timidity or hesitation when it is time to act.

After thoroughly considering all the surroundings of the school, the character of the people of the district, the attainments and dispositions of the scholars, then the question to be decided upon is not "What did I do in my last school?" but, "What is the best and most sensible course to be taken with the school which I now have in hand?"

Ideal standard cannot always be attained.

You may find it impossible to bring everything in every school up to your ideal standard. Having done your best, you will be a happier and a better teacher when you learn to be contented with that. There are teachers who are never happy unless they have something over which they can worry. Take things as you find them, and before you leave them make them as much better as you can.

Common sense, *practical* sense, is of great service to the teacher. The ability to look ahead and forsee the evil in season to avoid it, requires thought and judgment, quick reasoning and clear insight into the drift of affairs, and it is a talent worth cultivating.

Emerson says that every day is a crisis in one's life. The power to meet that crisis so that it may inure to his benefit constitutes success. Every day brings the teacher face to face with some crisis in the schoolroom, either of discipline or instruction, and he needs always to be ready to meet it.

Allow me to say a word here upon a much vexed subject. Don't contract to teach a school unless you have reason to believe that you can adapt yourself to all the circumstances surrounding it. Take with you a

spirit of self-sacrifice, if thereby you can benefit your pupils.

> Employ the gift thou hast,
> Whate'er it be, with greatest care,
> And this endeavor shall not be the last;
> Each good performed, another shall prepare.

It is the director's duty and business to investigate as to your character, education and ability before he offers to contract with you. It is your business and privilege to investigate the conditions which you will have to meet in the discharge of your duties before you sign the contract. This is more than a privilege; it is a duty which you owe to yourself. If you feel that it is questionable whether you can adapt yourself to the school, the people, the requirements, you run the risk of a disastrous failure in accepting the position.

Health.

A careful observance of the laws which promote personal health, and also of such general laws of sanitation as concerns the school and its surroundings, must be kept continually in mind. Neglect to do this is criminal.

There is nothing more essential to your success than a strong body, as free as possible from aches, pains and weakness. With the senses well developed and the bodily organs in good working order, teaching is a joy and a pleasure. When the reverse is true the school hours drag; there is no energy nor enthusiasm in the work, and the process of teaching becomes a drudgery. Oliver Wendell Holmes says: "The weariness of instruction which comes to a teacher whose faculties have been overworked and exhausted can be known only to one who has experienced it."

There is no more pitiable sight in the world than a school of bright, active, intelligent children, who love fun, in charge of a nervous, dyspeptic, head-aching teacher, despondent and gloomy, who looks upon the child as an untrained savage and punishes every childish prank as a crime. Keep in mind these words which Coleridge wrote:

> O'er wayward childhood wouldst thou hold firm rule,
> And sun thee in the light of happy faces,
> Love, hope and patience, let these be thy graces,
> And in thine own heart let them first keep school.

The duties of the school are enervating. They are the more so because they are performed under unfavorable circumstances. The atmosphere of the schoolroom, even when the most approved means of ventilation are resorted to, will become more or less vitiated. In the ordinary schoolroom, although the windows are occasionally opened, the air, after the first hour of each session is positively poisonous. (See page 55.)

If you would enjoy your work take daily and vigorous exercise in the open air. Avoid the pernicious habit of being in the schoolroom at eight every morning to prepare the day's work, and of remaining till five at night to have pupils make up their lessons. This is a habit into which teachers fall, but it is a wicked habit. Concerning a school in which it is the custom to keep children after school to make up lessons, one of two things is true: either the lessons are too long, or else the pupils are idle and allowed to play when they ought to be at work.

Pernicious habits.

Equally injurious and wearing is the habit of taking a mass of school work home, papers to look over and

correct, enough to keep you busy until after you ought to be in bed. You wake in the morning tired, you go to school irritable and peevish, and before night comes you are positively cross. You should take time for reasonable, healthful recreation if you desire to be fresh and vigorous for your work. Observe these three points: Exercise, sleep and diet. They are absolutely vital to your usefulness in school. (See page 29.)

Dryden says:

> Better to hunt in fields for health unbought,
> Than call the doctor for a nauseous draught.
> The wise for cure on exercise depend;
> God never made his work for man to mend.

The problem of complete physical being is not easily solved, and none but general laws can be laid down. You must study your muscular and nervous organization, and adapt your methods of living to your own peculiar needs. To be able to do each day's work with the least waste of energy, and to come to the end of the day, the week, the term, the year even, without a sense of prostration, of breaking down of body and mind, should be your aim.

One thing more. The presence of a strong, active, vigorous man or woman in the teacher's place reacts upon pupils and aids materially in their physical development. It is your duty to keep well, to observe the laws of health, and in all this to be an example to your pupils.

You will attain the success you so much desire by careful attention to details in

Putting on the Armor.

Quotations Worth Reading

THOUGHT.

All ye who possess the power of thought, prize it well! Remember that its flight is infinite; it winds about over so many mountain tops, and so runs from poetry to eloquence, it so flies from star to star, it so dreams, so loves, so aspires, so hangs both over mystery and fact, that we may well call it the effort of man to explore the home, the infinite palace of his heavenly Father.

—*Swing.*

KNOWLEDGE.

Knowledge is the food of the mind. And as food may overload and enfeeble the body, and is to be received only as there is a capacity of digestion and assimilation, and ultimate reference to action, so knowledge may overload and enfeeble the mind, and should be received only as it can be reflected on and arranged, and so incorporated into our mental being as to give us power for action.

—*James Johonnot.*

CHARACTER AND REPUTATION.

One is apt to forget that when we speak of anything or anybody as good, we have no absolute standard, and speak only by some comparison often made unconsciously. The very best man we know we should probably consider a very indifferent angel. This latent comparison lurks under all adjectives. It has occurred to me that our estimate of *ourselves* often differs from other people's estimate of us, because we compare ourselves with those only who are much in our minds, and the same persons are not likely to be much in the minds of others.

—*R. H. Quick.*

SYMPATHY.

Froebel's real "gift," infinitely more valuable than the cylinder, the sphere and the cube, is the love for childhood that his ardent zeal has inspired in the hearts of his disciples. The power of the kindergarten, as it seems to me, lies in the fact that the teacher, so to speak, now listens to the heart-beats of the little child.

—*W. H. Payne.*

Directly our sympathetic emotions fail to affect us toward action, and we are content to have our feelings stirred without making any effort in behalf of the distress of others, our sympathy degenerates into mere sentimentality. We should do our best to prevent this degeneration in the case of children.

Joseph Landon.

Hence each pupil felt assured of Arnold's sympathy in his own particular growth and character of talent; in striving to cultivate

his own gifts, in whatever direction they might lead him, he infallibly found Arnold not only approving, but positively and sincerely valuing for themselves, the results he had arrived at, and that approbation and esteem gave a dignity and a worth both to himself and his labor.

—*Price* (a pupil of Arnold's.)

ADAPTABILITY.

It is a good thing for the teacher to be able to understand people, to read their character and to put a right construction upon their actions. Going among entire strangers, for the time being the center of observation and criticism, cordial manners, frankness and honesty will win their good-will where the opposite of these will create distrust and antagonism. The power to adapt one's self to conditions is always the key to success.

—*From an old author.*

HEALTH.

It is a teacher's obvious duty to be in good health. Petulance of temper, a "jaundiced" view of venial facts, forgetfulness of one's own youth and youthful failings, impatience in expecting rapid mental operations in immature minds,—all these and the like faults may spring out of small *malaises*, but develop into habitual ill-temper. We must, therefore, observe the simple rules of hygiene in our own persons as we would keep tools of precision in perfect order. Over strain and over fatigue are bad for both body and mind. One of the first conditions of cheerfulness of soul is soundness of body.

—*P. A. Barnett.*

A teacher who enters her school in the morning light-hearted, teaches joyously all day, and then, locking all care inside, goes away to prepare herself for to-morrow's teaching, is not likely to suffer in health because of her occupation, provided, of course, she teaches in a properly ventilated room and takes necessary recreation and out-door exercise.

—*Emerson E. White.*

One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

—*William Wordsworth.*

Keep out in the open air as much as possible. Upon this I place especial emphasis. Live in the open; see God's great world; get away from this confinement within walls and these books. When in touch with nature you are in tune with the infinite, holding silent communion with the Creator.

—*Edward Everett Hale.*

Questions for Examination

1. State briefly what is said of the first fundamental qualifications.
2. What is said of facts as of the basis of thought?
3. What constitutes the teacher's reputation?
4. What is the practical value of sympathy?
5. What is intended by adaptability as used in this connection?
6. In what sense is Emerson's saying true, "Every day is a crisis in a man's life"?
7. Before you make a contract to teach a school, what circumstances should you investigate with care?
8. Under what circumstances would it be wise to refuse a school which is offered you?
9. Consider with care what is said about the health of the teacher.
10. What should you avoid as liable to break down your strength?

Suggestions Worth Thinking About

1. What measures a man's value to society?
2. Who was Dr. Thomas Arnold?
3. Is it true in every case that we must proceed from the known to the unknown?
4. Distinguish between Science and Art.
5. In what does W. H. Payne consider the power of the kindergarten lies?

CHAPTER IV

THINGS ESSENTIAL TO THE TEACHER

Driving the Stakes

Every day should add something new to the outfit of the teacher.

—*George Howland.*

Wisdom is the principal thing; therefore get wisdom, and with all thy getting, get understanding.

—*Proverbs.*

Power to be conserved must be continually used; unemployed power gradually wastes and dissipates itself, giving no returns.

—*Homer H. Seerley.*

It may be a little matter, but bear in mind that when anything is well done it is done forever.

—*Thoreau.*

There can be nothing shaped by man or clothed in outward form by him which is not a part of himself made visible.

—*Edward Thring.*

That ingenuity in meeting and pursuing the pupil, that tact for the concrete situation, though they are the Alpha and Omega of the teacher's art, are things to which psychology cannot help us in the least.

—*William James.*

BEFORE the artisan can work intelligently he must have a plan of his work; the more costly the materials the more minute must be the specifications which guide him. Before he makes his plans and computes the cost, the architect must know for what purpose the building is designed; whether it is to be a church or a factory, an office block or a dwelling, and how much money is to be expended in its erection.

Plan and system.

The modern farmer, if he is intelligent and progressive, comprehends something of the relation of crops, the value of fertilizers as adapted to different soils, the choice of stock, the fruit which will flourish in his section of the country. He makes himself acquainted with farm machinery; he watches the market and notes the best time for selling his crops or stock. He knows whether his men are doing honest work, and allows nothing to escape his notice which will in any way affect his success. In this age of competition he is forced to watch many points which did not for a moment attract the attention of his father.

The same principles hold good in the profession of teaching. There must be plan, order and system; the end must be kept in view from the beginning. Some things, however, never change. The trees still grow in the forest, although the saw-mill does the work once done by the adze and the broad-ax. The harvester reaps more grain in an hour than the cradle or the sickle could in a week, but the seed must be cast, and sunshine and rain, dew and heat left to do the work of nature in bringing on the harvest. (See page 49.)

Child nature

The nature of the child has not changed in the last century. Children have the same passions, the same will, the same childish desires and impulses now as then. However, the environments of life have changed in a marked degree, and child nature demands a different treatment if we would expect the best results. A knowledge of children and of child nature in general is essential to success; not "the child" about which so much is said, but children as a race. Child nature is often human nature in its purest form. Children are

moved by impulses, emotions and desires which they have not yet learned to control. Temptations come to them suddenly, and they have not the strength to resist. Much which we consider ugly and wicked is simply the result of an uncontrolled disposition to seek what seems to the child to be present pleasure.

The nervous child cannot sit still; the stubborn boy does not see why he should obey; the dull intellect fails to comprehend the simplest statement; the mischievous child is never idle. So on through the entire category. The teacher must make allowances for one, restrain another, instruct a third, and find employment for all. No wonder that some fail; more wonder that so many succeed.

This knowledge will come to the teacher through reflection and observation. Books written by those who have made this subject a careful study, comparison of experience with those of more extended opportunities for observation than you have had, will be of great service to you. But after all, this is one of the paths along which the teacher must walk without a guide, except as his own insight into the motives and impulses characteristic of child nature furnishes a light for the feet.

The teacher of to-day.

In the old days a teacher was deemed qualified for his work if he could pass a fair scholastic examination in the common English branches. In some parts of the country this same idea prevails to-day; nevertheless the thought is rapidly gaining ground that knowledge of books is not by any means the most essential requisite.

Schools have changed with the times. The horizon has broadened greatly, and every year makes new claims upon the teacher. Nor are these demands

lessened by the fact that the education of the child is a continuous process, going on during life, out of school as well as in. At home, at school; at work, at play; in the street, with his mates or when by himself, there can be no cessation, no intermission except in his hours of sleep. When you realize this you see at once that "to hear his lessons, to make him mind in school," is only a very small part of the duty which falls upon the shoulders of his teachers.

The teacher who desires to be respected must himself respect the dignity of his office as an instructor of children and youth. His daily life must be such that it may be safely imitated by those over whom he has an influence. Not only must the teacher claim that which is rightfully his, but he must so conduct his life, in private and as a citizen, that others may concede his demands without grudging or hesitation.

The manly man with all the noble instincts of true manhood, the womanly woman with all the pure, delicate instincts of true womanhood,—these men and women are needed as teachers in our schools, rather than the coarse, the boorish, the brutal, the conscienceless, even though such be skilled in all the learning of the Egyptians.

Let us consider, then, for a time the nature of that knowledge which, apart from the text-book, is of most importance to the teacher. An ignorant teacher is out of place in the schoolroom, but a learned teacher may be just as much so. Much depends upon what we understand by the word "ignorance." A teacher who has but little knowledge of books may teach a fairly good school; a teacher with a head full of book learning may make an utter failure.

The art of imparting knowledge.

Ignorance is not alone the absence of knowledge, but it is also the want of ability to use that which the teacher has. A teacher who had been in the university once said of a very learned professor: "He knows enough. He is full to the brim with knowledge. But I learned very little from his instructions; he took it for granted that we understood him, and so he did not condescend to explain. He shot over our heads all the time." This is a severe criticism to make upon any teacher. To adapt knowledge to the child mind and not to dilute it until it is tasteless is a high art.

Consider these steps with great care if you wish to become an adept in imparting. In the first place your knowledge of the subject needs to be intensive rather than extensive. You may be skilled in the higher mathematics and yet not be able to explain the most common operations in fractions so that the members of your class will clearly comprehend them. Have in your mind keen clean-cut ideas of the point you wish to demonstrate. Then make a very choice selection of words in your definitions and in your statements. Choose, when you can, words such as are included in the child's vocabulary. If forced to use a new and hitherto unused term give the pupils plenty of time to get acquainted with it. *Steps in imparting.*

In the next place manifest an interest in having the child understand, and when by his recitation he makes it evident that he has a clear conception of the lesson let him see that you are proud of his success. Don't call him a blockhead, or twit him of his dullness. That is a species of cruelty to which a good teacher never resorts. You cannot impart knowledge to a child who is in tears over his failure, or angry because of your too sharp chidings.

Patience and sympathy are just as necessary in imparting instruction as in government. Sometimes it is well to leave a point and take something new. Weariness is always a hindrance. Then at a later period or in the review, resume the matter and often you will find that the difficulty has disappeared.

In the last place be sure that you have the attention of the entire class. This is a *vital* point. Without it there can be no permanent impression made upon your pupils. Inattention on the part of the class is not always the teacher's fault; but he is blameworthy if he allows it without reproof or correction.

There is this also to be remembered in your attempts to communicate knowledge—one child needs very little explanation in his arithmetic; another understands a principle, or the simplest exercise with the greatest difficulty. One is over-fond of history and dislikes grammar; another would study literature to the exclusion of all other branches. These are all in one class. The problem for you to solve is how to adapt your instructions to the peculiar wants of each pupil. The solution will require on your part perseverance, good temper, patience and a large amount of good common sense. Study the child that you may know the limitations of his mind as to what he can and what he cannot do, and then adapt your language, your illustrations and instructions to his capacity.

Versed in child nature.

The teacher who wishes to become an expert in communicating knowledge should be so thoroughly versed in child nature by observation, by reflection, by experience that he can anticipate the thoughts of the pupil and avail himself of those faculties which seem to be especially active in childhood. We all know that children have

their own way of judging, of feeling, of reasoning; the imagination is very active; curiosity is on the alert; desire and love, fear and hatred take on real living forms in their minds. If you are to communicate knowledge of any kind to these little people remember your own childhood, and become for the time being a little child with them. (See page 34.)

You cannot create intellect, nor can you furnish brain, but you can open the door of growth, you can stimulate, you can encourage and hopefully direct the feeble effort to improve. Rest content when you are sure that you have done your whole duty. The dull boy may not claim all your time, but he is entitled to your largest sympathy. A late writer says: "There is that born in the child which determines his predilection, and the great teacher is he who early discovers the innate germ and gives it opportunity for expression. Soul is not the product of the school."

Loyalty.

Loyalty is a matter which deserves more consideration than it usually receives. For the time being you are to become an integral part of the system of schools in the city or township with which your school is connected. There should be always on your part a hearty compliance with standard rules and regulations made by those who have charge of the school. If these regulations are so burdensome as to restrict your usefulness you can resign, but there should never be anything like rebellion. Those who as directors or superintendent are placed over you are entitled to a hearty support, and the teacher falls far short of her duty who does not cheerfully render it. Whenever anything like friction, suspicion, antagonism or even indifference exists, the interest of the school must suffer. At times teachers regard teachers'

meetings and associations as useless, and express themselves as unwilling to attend. Many times they fail to attend without any good excuse. This is not a spirit of loyalty to the best interests of the school. The place assigned you on the program should be cheerfully accepted and filled to the best of your ability.

In nearly every instance the county superintendent is honestly working for the interests of the teachers of his county. He ought to have their loyal support. He is not above criticism, neither are you. Your advice and your experience may be a great help to him, and he is in a position to be of real service to you. Your influence in assisting him to introduce libraries, to push the interests of the reading circle, in maintaining township meetings, if strongly exerted, will be appreciated by him if he is a worthy officer. All this applies equally well to teachers in city schools. Loyalty is fast coming to be considered as a chief essential to successful work in any system of schools. (See page 50.)

In another place I shall have something to say of the power of adaptability to environment. But in an entirely different sense one of the essentials of success is the ability to get along smoothly with the public. In this there is an opportunity for the exercise of both tact and common sense. Little neighborhood quarrels should not concern the teacher of the district school. Personal animosities between neighbors should be ignored, and absolute friendliness maintained with all parties. Do not attempt to please everybody, but do not needlessly offend any one.

Relations to the public.

Complaints which reach your ears may seem to you

frivolous, but they do not seem so to those who make them. Give those who come to you with them respectful attention and hear patiently what they have to say.

Give no attention to idle rumors which may reach your ears, and lose no sleep on account of them. Be courteous to those even who are not your friends, if such there are in the district, and make them welcome to the school. Your chief business is to give the people the benefits of the best school possible, and to this all your energies should be bent. When you talk of the school say "our school," not "my school," and thus make the public feel that the people have a proprietary interest in all that concerns its welfare.

A disposition to maintain your own dignity while you manifest a friendly spirit toward any one with whom you come in contact will make your position as teacher much more influential and much pleasanter.

Do not allow your pupils to come to you with tales of what they hear, or of what their parents say of you or your school. Never on any occasion let the children hear you speak disrespectfully or disparagingly of their parents, no matter how unreasonable they may be or how low their condition in life. The natural love and regard of the child for the parent should be respected and encouraged by you.

Ways of avoiding friction.

Without being time-serving, or timorous, or fawning, by observing the dictates of common sense and by good judgment you can avoid much of the friction with the public which sometimes displaces the teacher from her position and perhaps greatly injures her reputation.

The study of environment.

The wise teacher recognizes the fact that every school has its own individuality. What can be accomplished in one school and with one class of pupils is not the measure of what can be accomplished in another district. This is a kind of knowledge which but few instructors possess —a knowledge of conditions and environments. It opens a field calling for much patient thought on the part of the teacher. The question is not what would I *like* to do for this child, but what may I reasonably *hope* to do under all circumstances by which I find him surrounded, as home conditions and influences, the work done by previous teachers, and the intellectual and moral atmosphere which seems to pervade the community. When you have answered this question conscientiously and have fully determined it in your mind, then you can free yourself from all worry and anxiety and be at liberty to do your work for each pupil, taking him as God has made him.

Self knowledge and self trust.

The most valuable knowledge which can come to any one is the knowledge of one's self, the power to measure one's own ability and to understand the boundaries of personal limitations.

The tendency in a man to underrate his powers, a disposition to refrain from action for fear of making a mistake—not actual cowardice, but a shrinking from a responsibility—is a sign of weakness in his character. The same is true in the character of the teacher. That nervous tension which comes from the exercise of a strong will power, that determination "to win out," which is born of a brave heart, no matter how great the difficulty or how severe the struggle, will rally all the powers of the intellect, body and soul to his aid,

and bring him off victorious in the end. "I can because I *will*" is a good motto for the timid or disheartened teacher. In an old book this is summed up thus: "I am; I can; I ought; I *will*."

Intuition.

While the teacher should not trust to native instinct or blind impulse in dealing with children, there is such a thing as intuition, or intuitive judgment, which sometimes comes to our aid and is almost infallible. An English author speaking of intuitions says: "They present themselves spontaneously to the mind with irresistible evidence." There is not space to discuss this matter, but I believe that the power to judge by intuition as to the best course to be pursued is frequently an acquired habit which is cultivated by the exercise of observation, reason and judgment joined to thoughtful, persistent study of children in the early stages of development.

Knowledge of the world.

A general acquaintance with what the world is doing also is essential to the teacher. More than ever before it is his duty to prepare pupils for a broad citizenship. The world is coming together. Knowledge is greatly multiplied. The future citizen must be a cosmopolitan, ready for his work in whatever civilization his lot may be cast. The world of the present is an immense telegraphic system, the wires of which run into the cottages of the poor as well as the mansions of the rich. Every man to-day is able to read from the sounds as they come in from all lands the doings and sayings of the entire world.

If the pupil is to be of any use to his generation he must, when he leaves his studies, find himself possessed of a spirit of growth and enterprise commensurate with the times. That smattering of a few branches which

formerly sufficed is utterly insufficient now for the teacher who is aspiring to do good work.

There should always be present with the teacher a comprehension of the avenues of success which seem to be most promising to the youth. The boy whose natural talents fit him in an especial way for some vocation should be encouraged, and his teacher should be able to point out to him the advantages which may come to him from following his natural bent. More than that the disadvantages and the difficulties which may meet him should not be concealed. The teacher should be a wise adviser—wise because he speaks from his wider knowledge. Pupils admire and trust the teacher whose understanding embraces something of that practical life into which they expect to enter when school days are over.

The avenues of success.

The time has gone by when the teacher can say: "It is nothing to me what the child is to do after he leaves school." The great business of the school is so to shape the inclinations, the ambition, the moral purposes of the child that the change from school to active life shall be only a step leading to a higher plane of living.

It is well to instruct children as to their duties, but it is equally well to inform them of their rights. This is a part of the work which a properly organized school should do. There are certain duties which have a claim upon the good citizen,—duties to the state, to the family, to those with whom he associates in business, but in turn the citizen may claim his rights, and even insist upon them because they are lawfully his.

Duties and rights.

Search, in *The Ideal School*, says: "The child has an

inalienable right to be a child; to be understood and appreciated; to joyous play, freedom in movements, adequate sleep, nourishing food, companionable pets, and, within certain limits, self-chosen friends; to an acquaintance with Nature; to capable leadership, and to opportunity for initiative and unrestraining progress." The same state of affairs exists in all schools. As his duty you may exact from every pupil obedience, respect, attention to his studies, but in turn he has certain definite privileges which he may expect from his teacher. Impartiality, courtesy, justice, kindness, respect for his feelings—upon these the pupil may insist as legitimately his. The teacher who mimicked the lame boy and held his misfortune up as a matter of ridicule drove him from school and almost ruined his life. Many a guilty prisoner in the penitentiary has less to answer for than she has through her cruel thoughtlessness.

A story is told of an English schoolmaster who made an invariable rule that the pupil should hold his book in his right hand. One day he noticed that a new boy held his book in his left hand. The master said, in commanding tones, "Books in the right hand." Still the one boy made no pretense of changing. Supposing it was a case of obstinacy the master brought his cane down heavily upon the shoulders of the boy. In an instant up came the boy's right arm with only a shrivelled stump in the place of a hand. For a moment the room was still as death. Then the master laid his book upon the desk, and placing his arm around the boy asked pardon, while the tears ran down his cheeks. Then turning to the class he begged their pardon also for his most grievous fault.

In his instructions to his pupils the teacher must

know what discriminations to make between the duties and the rights of every one, so that he may set them forth plainly and forcibly. This is part, and a necessary part, of what we often term a practical education. It cannot be learned from books, neither can it be set forth in sermons or prosy talks. By proper and careful regard to the rights and the duties of each, an impression can be made which the pupils will retain through a long, active life.

Wise discrimination.

As the population of the country increases, especially in view of the tendency of men to gather in cities and towns, it becomes of the utmost importance that the youth when he comes to his citizenship should be as jealous of his neighbor's rights as of his own if he is to be a citizen leading a quiet life in a respectable neighborhood. Only in this way can we engender through our schools that spirit of helpfulness which is sadly wanting in the pushing, hustling life of to-day.

There is more power in a knowledge of books than there is in book knowledge as generally estimated. It is not necessary that a teacher should be an adept in literature, but he should have a somewhat complete knowledge of authors and their works. Without this he must at times either be ashamed of his ignorance, or cover it up by some general and often misleading statement. It adds very greatly to the interest which a class exhibits in a certain production to know the author's name, something of his life and what else has come from his pen.

General knowledge.

I would not lay upon your shoulders a burden in addition to what you already carry. But the newspapers and public journals as well as the prominent

magazines contain items of news and information of improvements in the arts and sciences which should come under the teacher's notice. The reading of them seems to be essential if the school is to be kept in touch with the world's progress. Travels and biography and history must be gathered from the latest sources in order to have them fresh and interesting. The world moves so rapidly, the progress of events is so sharp and incessant that the teacher is sometimes at his wits' ends to keep up with the procession.

In the family circle a question arose as to building railroads in Siberia. The father, with his limited knowledge, was positive it could not be done. An older sister was equally positive that while visiting a friend she had read an account of it in some paper. Finally the little boy just entering the grammar grade of the village school said: "I'll ask my teacher to-morrow. You bet she'll know." At noon he came home in triumph. "I told you she would know. She has promised to lend me a magazine that tells lots about it."

The teacher to be versed in sources of knowledge.

The teacher is not expected to know everything, but he ought to know where certain items of useful knowledge can be found, and if, as this teacher did, he can furnish it to the pupil and to the family he does a good work.

Something should be said here of educational journals. They contain that professional knowledge without which the teacher cannot well measure himself by what others are doing. In order to keep fully up with the times the teacher should be familiar with one or more good educational journals suited to the special grades in which he is engaged.

One or more professional works should be owned and carefully read by the teacher. He cannot read everything which comes from the educational press, and he ought not to attempt it, but something must be added to his store of professional knowledge from year to year or he will fall into the ruts and grow old before his time.

One of the worst things than can happen to a teacher is to drop behind in the march of educational progress. Stunted in his intellectual and professional growth he suddenly finds himself useless when he ought to be most useful; set aside as of no worth at a time of life when he ought to be retained for his valuable services.

Daily preparation.

Many schools are very deficient in reference books, and even when the pupils have access to them the volumes often give only the merest outlines which prove unsatisfactory because of their meagerness. The information which comes warm from the heart of the enthusiastic teacher kindles a corresponding glow in the heart of the pupil. Book knowledge cannot do this unless the instructor is able to supplement it by wider knowledge, drawn from all the sources at his command. The teacher should have a thorough acquaintance with the subject-matter contained in the text-books used in the schools. He should be familiar not only with the matter but with the methods of presentation adopted by the author. The text-book is the pupil's guide, whom he trusts and upon whose statements he depends. It is unwise in the teacher to weaken the pupil's confidence in the book.

He should, however, have other resources. Page says he should be so familiar with the lesson that even

if every text-book were destroyed he could still conduct the recitation successfully.

The teacher who knows nothing more than what the text-book contains, and knows that well, can be endured, although he is not desirable; but the teacher who knows everything else except the text-book in use and the methods adopted by the author, cannot by any possible means do good work, and ought not to be endured more than a single month. It will take about that length of time to find some one to take his place.

There are other things which might be included here. Some of them are found in the chapter on the Hygiene of the School, others in the chapter on Moral Instruction. Enough points, however, have been mentioned to induce the teacher to be careful in

Driving the Stakes.

Quotations Worth Reading

CHILD NATURE.

For the teacher to know his subjects well from an examination point of view is one thing; to know them in a form suitable for presentation to his scholars is another; while, to be acquainted with the best *methods* of communicating the knowledge he possesses—the principles which should govern his teaching, the various devices he should make use of and the share of the work he should exact from his pupils,—is still a third.

—*Joseph Landon.*

Children have their own characteristic ways of feeling, of regarding things, of judging as to truth and so forth. And although the adult observer of children has himself been a child, he is unable, except in rare cases, to recall his own childish experiences with any distinctness. How many of us are really able to recollect the wonderings, the terrors, the grotesque fancies of our first years? And then children are apt to be misunderstood because they have to use our medium of speech and often fail to seize its exact meaning.

—*James Sully.*

KNOWLEDGE OF SELF.

It is by faithfully performing the tasks assigned him in the studies of his course that the student trains himself thus to penetrate, resolve, combine and develop. In a mind so disciplined its possessor has an instrument of almost universal potency. This is the general outfit, to be supplemented by such special preparation as may be suited to each one's special work in life. The liberal training has already given fitness to master the problem in any one of the many waiting spheres,—law, medicine, theology, sociology or science.

—*Selected.*

And there at the threshold, like a fairy princess, should stand the sympathetic teacher, with smiling welcome to receive him, to crown his hopes with her sweet confidence and kindly care, and assign him his seat, the throne of his childish ambition, and his desk, the banqueting-table of his curious and wondering heart.

—*George Howland.*

INTUITION.

Intuitions are beliefs and judgments which present themselves spontaneously to the mind with irresistible evidence, but without the assistance of memory or reflection.

—*Dexter and Garlick.*

The soul is also endowed with the power to know directly and immediately the necessary relations of objects. This intellectual power is called *intuition.*

—*Emerson E. White.*

Hegel does not hesitate to expressly declare that "*pedagogics* is the art of making men moral," and to this he adds that theoretically "It regards man as natural, and shows the way of bringing about his regeneration, the way of transforming his first nature into a second nature, so that the latter shall attain the form of habit within him."

—*Selected.*

KNOWLEDGE OF THE WORLD.

Careless teachers do most of their proper mischief because they have not acquired the scrupulous habit of intellectual truthfulness. The lack of it is not felt by themselves; they would be indignant if we tried to bring it home to them. But from the want of logic and from a touching belief in the performance of "experiments" as "science," the science lessons in particular are often full of reckless deceptions.

—*P. A. Barnett.*

MISCELLANEOUS.

In all our schools there is too strong a tendency to hold up a false standard of success before the pupils. The things which make for true manhood and true womanhood, which will con-

tribute to the usefulness of the individual as a member of society, are lost sight of in the fierce ambition to obtain the mark necessary for promotion to the next higher class.

—*Iowa School Report.*

The circle of knowledge, through which every man in his own place becomes blessed, begins immediately around him, from his own being, and from his closest relations. It extends from this beginning and at every increase must have reference to truth, that central point of all blessed powers.

—*Pestalozzi.*

There must be substituted for our present methods of examining teachers a careful inquiry into character, intellectual capacity, general culture, and all that goes to the making of a teacher, including a knowledge of pedagogic theory and practice as laid down in the literature of the profession. Scholarship should be insisted upon, but good judgment must be held as important as geography, gumption as necessary as grammar. Change our practice so as to make these larger demands upon our teachers, our law so as to provide a rational method of licensing them, and both law and practice so as to exempt them from the unnecessary annoyance of never-ending reëxaminations every time the moon changes, a county line is crossed, or the institute fund is low, and we shall at once find a reasonable supply of teachers with as much preparation as the profits of teaching a country school will warrant.

—*A. B. Warner.*

But remember—and let me say it once for all—that my aim is not so much to give definite instruction as to put the reader into such ways and starts of thought as shall make him eager to instruct himself.

—*Donald Grant Mitchell.*

The best thing in this world is work, and the best work in the world is for the children. It is the seed and the soil and the planting that we must look after together with watchfulness of the growing plants. What the harvest shall be we know not. We may never know and we need not know. The influence of a great teacher may reach—must reach—through all the years. And the great teacher, whether in the country school or the university, is the one whose work is limited only by his possibilities—not for self, but for children.

—*Orville T. Bright.*

Questions for Examination

1. Which of the three points mentioned in quotation 1 from Landon is the most important?
2. In what particulars does child nature never change?
3. What knowledge apart from that contained in text-books is important to the teacher?

4. Why is it important for the teacher to have a knowledge of himself?
5. Answer the same question in regard to child nature.
6. What do you understand by *intuition?*
7. Name some of the rights of children.
8. Tell the story of the English schoolmaster and draw an inference from it.
9. Tell the story of the railroad in Siberia, and draw the inference from it.
10. The relation of the teacher to the text-books used by the pupils.

Suggestions Worth Thinking About

1. If you have any book at hand study the subject of intuitions.
2. Purchase one good book, not too difficult, which treats of elementary psychology, and read it with pencil in hand.
3. Keep a sound, practical treatise on school management where you can consult it occasionally.
4. Subscribe for not more than two educational journals, and as you read discriminate between what is practical and what is worthless.
5. Read for your own advancement some book not strictly professional.

CHAPTER V

THE CHILD

A Little Child Shall Lead Them

The supreme object of the child's education is the child himself.
—*Selected.*

Observation is the absolute basis of all knowledge.
—*Pestalozzi.*

The soul is endowed with the power to know directly present material objects. This power is called *perception*, and since material objects are perceived by means of special senses it may be called *sense-perception.*
—*Emerson E. White.*

What a man would discover about an object by reflection and reason, the child finds out through his senses.
—*A. R. Taylor.*

The habit of attention is an essential part of observation. Therefore it must be acquired before progress in intellectual culture can be made.
—*N. A. Calkins.*

If we do not save the children, who will?
—*Francis W. Parker.*

THE carpenter or the cabinet-maker must know the peculiar qualities of the different kinds of wood upon which he works. By the sense of touch he can distinguish the hemlock from the oak, the maple from the pine, the birch from the mahogany. A large part of his skill consists in knowing how to get the best results possible from the material at his disposal. He knows that pine cannot be made to take the polish of mahogany, nor the hemlock the beauty and strength of the hard maple. Yet each if skillfully treated has its use and

Dealing with the material.

purpose. In his work he is guided by his knowledge of the qualities which the tree has, as it were by inheritance, in common with all its race.

To obtain the best results possible out of the child as God made him, the teacher must deal with him in much the same way. *That is skill; that will insure success.* The infinite variety that exists in the minds of children is beyond our comprehension, and yet we scarcely give it earnest thought. We group them in grades and classes and give them set lessons from their books; we praise them or blame them with but little if any discrimination, and we dismiss them at four o'clock thinking our work is done.

For too many of us it *is* done. The dignity, the possibilities of childhood, the ideal to which the child may attain under good teaching, the strength of character which is the combined product of motive and principle, all are eclipsed by the common-place and practical which have no fruition in the hereafter and afford no conception of that soulful instruction which is due an immortal life.

"What is the child worth in the light of eternity?" should confront the teacher at every stage of his work. *The worth of the child.* This truth has been recognized by thoughtful men everywhere. It ought to stimulate the teacher to the greatest possible efforts in behalf of every child under his care. Thackeray recognized it when he wrote: "The death of a little child occasions such a passion of grief and frantic tears as your end will never inspire." Emerson also wrote: "Whoever lays his hand upon the head of a little child lays it also upon the mother's heart." Out of the fullness of his soul Dickens wrote of Little Nell and wept real tears at her death.

Charles F. Seward, in discussing "Spiritual Emancipation," writes: "The most important work of this generation is not the development and utilization of electricity and other forces for material ends. Its special task is to study, comprehend and apply the principle of unity—the unity of law, of truth and of life." So the most important work in our schools is not to develop and cultivate the intellectual faculties for the purpose of enabling the child to get on in the world. Its special task is to bring out those powers of the child which will make him at maturity a strong influence among his fellow men with whom he daily associates. Whether he be a blacksmith or a lawyer, a farmer or a teacher, whatever his vocation, this principle of unity—"the unity of law, of truth and of life" —must be the foundation upon which his character rests.

A man of great strength, one whom we sometimes term a strong character, has his whole soul buttressed upon the threefold basis of right purpose, right thinking and right living. Thus he falls into line with the civilization of his day. He becomes a tower of strength to his friends, an influence for good in his neighborhood, a power in every effort to make life better and existence more desirable.

Studying the children.

It is not usually possible for the common school teacher to enter upon an extended course of child study. The most which you can do under the limitations which surround you is to observe children carefully, in the light of experience and in view of the information at your disposal. Native instinct, good common sense should be called continually to your aid. "I never thought of that," is no excuse for having neglected important

considerations which affect the well being of the child. If you are in "dead earnest," if your soul is in your work, no mortification can be as great to you as to realize that you have made a mistake through want of thought and attention to things which are now as evident to you as the light of day. (See page 66.)

School teaching is not entirely different from other vocations. The horse goes lame because a heedless blacksmith drives a nail into the quick of the hoof. The engine breaks because a careless machinist neglected to test the nut which held a rod in its place. The roof leaks because a thoughtless carpenter laid the shingles in a hurry. A child goes wrong physically, mentally, or morally, because an indifferent or ignorant teacher failed to note a marked peculiarity, or charged it up to that innate wickedness which he thought could be best corrected by stern repression or by punishment of some kind.

Children are living, sentient flesh and blood; they have bodies to be cared for and trained, minds to learn and expand, hearts to love or hate, souls to aspire. They read character as a book; they are quick to respond; they meet distrust with distrust; they greet confidence with confidence; they measure out hate for hate and love for love. Of all time in a child's life, that spent in school is the most precious. No matter how propitious the summer weather for growth, or how favorable the autumn for reaping, if the springtime is wasted there will be no harvest to gather.

It is a maxim among teachers: "Never do for a child that which he ought to do for himself." But the reverse is also true: "Never leave a child to do for himself that which you ought to do for him." The child when he comes to school is entitled to some-

thing. The teacher is placed there and paid to do something; he is placed in the schoolroom for some purpose. Catalogue the usual requirements for a teacher's certificate and you will find them to be about as follows: A little knowledge of certain branches, which are called fundamental; a fairly moral character; ability to compel pupils to learn their lessons and to enforce obedience. And there are thousands of teachers in the land whose requirements are hardly up to this standard.

"What of the children?"

Of what use to you or to me, or to any one, are facts in history, truths of science, poetical fancies, beautiful landscapes, pictures, painting, music, except as we are able to assimilate them so that they become an actual part of the living world within us.

You remember that when the Pharisees questioned him that aforetime was blind concerning Christ he answered: "Whether he be a sinner or no I know not. One thing I know that whereas I was blind now I see." The one was a speculative, the other a personal experience, and no man could take it from him. Just so the ideal teacher has a character which is something more than a bundle of cold negations; it is positive, bold, living, impressing itself in every way, consciously and unconsciously, upon the habits of the pupils under his care.

In matters of discipline and in methods of instruction the ideal teacher is continually asking himself, "What of the children?" Unless you can take that spirit into the schoolroom your success will be only that of the paid hireling. It is an honorable motive to teach for the pay it brings you. But there is something higher and more inspiring than that which leads the teacher to comprehend the worth of the child;

which enables him to discern in every pupil that divine spark which rags cannot cover, which squalor cannot conceal, and which poverty cannot quench.

Physical needs of the child.

In the first place the physical condition of the child will demand your attention. Here the formation of habits is of prime importance—habits of sitting at the desk, of standing in the class, of walking, of entering or leaving the room. Especially should no habit be formed which is peculiar to the school and which must be broken up at home because awkward and disagreeable. For instance, the child should not be taught to walk on tiptoe in order to avoid a noise, or always to raise the hand before asking a question. Such requirements if persisted in render the child ridiculous at home.

It is part of your business, so far as possible, to see that the children are made comfortable while at school. They are naturally restless, and long continued restraint is irksome. A frequent change of posture, a march round the room, a little recess of five minutes during which they may talk or visit with each other, a short exercise in gymnastics to start the blood, —all are available and at times most useful.

Children should be trained to do things in a quiet way; gentleness of manner and behavior should be insisted upon by the teacher, but the boundless activities of the child will have their way once in a while as they ought to have. His mind is also a curiosity which the live teacher may well study. Quick says: "The child's mind is a delightful thing in the ideal, but practically it is a nuisance. It goes on wondering who is the biggest man in the world, etc., etc. It never seems to have any grist to grind and goes on turning and turning as if in a hurricane and with no

sense results.' In the old-fashioned courses of study there were frequently found the words: "Morals and manners as before." The direction needs to be heeded in our modern curriculum.

Knowing the child.

What is it to know a child? You say, "I think I know that boy thoroughly." Now what do you know about him? Catalogue your knowledge and it will be something like this: I know that he obeys me because he fears scolding or whipping; he likes his arithmetic but he hates grammar; he is the first boy out when playtime comes, and the last boy in when the bell rings. I know that he is full of fun and mischief. If there is any disturbance in his part of the room I at once single him out as the author of it. The other day I caught him with a knife whittling in schooltime a shingle which he brought in under his jacket. I used the shingle for a different purpose from what he intended. I know him and know how to handle him.

But there are some things which you do not know, and regarding which perhaps you do not care. Do you know that he dislikes you heartily because you have no sympathy with him and blame him for what he cannot help without doing violence to his boyhood? What do you know of his real nature? Is he brave, generous-hearted, helpful to his mother, affectionate toward his brothers and sisters? What do you know of his home surroundings, and of the influences which may be warping his young life out of all shape and symmetry? Do you know what he reads, where he spends his evenings, who are his boon companions? Do you ever stop to seek for the motives which prompt his actions? Have you ever attempted to look inside the boy and study the ideal which is gradually

though unconsciously forming itself in his mind and in accordance with which he will surely shape his future character?

I have enumerated but few things which are necessary in order to know this one boy. He is a type of every child in your school. If you have forty pupils you have forty different lessons to learn. It is a great deal to know which children are nervous, which are partially deaf or nearsighted, and in all possible ways to repair or in some degree to remedy the defect. This, however, is not the greatest study of the child. (See page 62.)

Study of the Inner Life.

You have perhaps noticed at different times the windows of a great cathedral. You walk about the outside; they are dull and in no way attractive. But when you go inside and stand upon the steps of the chancel, then the skill of the artist reveals itself. Painted in gorgeous colors by the light of the sun you behold the images of saints, the cross and the crown, the crucifixion and the resurrection, holy text and loving remembrances of departed friends. So you know the boy's character only when you stand within, near his heart, and study from the boy's standpoint the pictures which life paints. In this spirit Whittier wrote *The Barefoot Boy:*

Blessings on thee, little man,
Barefoot boy with cheek of tan;
With thy turned up pantaloons,
And thy merry whistled tunes;
With thy red lips, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
From my heart I give thee joy:
I was once a barefoot boy.

Sometimes it seems to me that to direct the active mind of childhood into right channels of thought, to form correct motives which lead to honest lives, to implant germs of industry, purity and sobriety which may spring up into everlasting life, to aid the child in his efforts to attain his ideal of greatness and usefulness, is more of a miracle than it would be to unstop the ears of the deaf or to unlock the tongue of the dumb. Herein is the real study of childhood.

Experience and observation.

The child when he first comes to school has a large amount of knowledge which he has gained partly through his experience and partly through observation. What he has learned through experience he remembers, and by it his actions are largely guided. It is a hard school even for little folks, but its lessons make a deep impression.

What the child has learned through observation has come to him by the use of his senses. Dr. Harris calls these senses the five windows of the soul. They are the gateways through which all knowledge of the outside world enters his mind. It is your work to aid nature in developing the senses. Something which the child sees awakens his curiosity. He turns it over in his mind; he asks questions about it; and he is all eagerness to know "Why, and wherefore, and what for," until he is satisfied that he knows it all. You cannot see for him, he must see for himself, and if you direct him rightly this is the greatest possible satisfaction to him.

Perhaps the keenest enjoyment that comes to the child is when, through the exercise of his senses, he has made a discovery for himself. By all means give him the benefit of this pleasure whenever you can. I fear that in many schools we are unduly hastening that

which nature intended should be a slow process. The teacher, impatient of results, is either doing the work for the child, or else exacting from him a class of work which tends to overtax the growing brain. The result in either case is equally disastrous.

While regular exercises intended to train the senses are good, these should not preclude the necessity of making this matter a point in every exercise. Lessons should be illustrated by what the pupils have gathered for themselves, what they have seen and heard on their way to and from school, in the shop, on the farm, by the wayside, and the child should be encouraged to talk of these things before the class or the school.

Jackman, in *Nature Study*, says: "The earliest impulses toward goodness that come to children from nature probably arise from their sincere love of the beautiful. What they perceive as surpassing loveliness in the flowers and in the song of birds, they translate as goodness in terms of their own lives." This is one source of moral growth.

Observation is the basis of the thinking process. To observe closely and accurately is to think clearly and well. Spurzheim says that "man arrives at truth by letting himself down to simple observation and induction."

Senses of the teacher.

In estimating the general ability of the teacher it is a matter of grave importance to ascertain whether his senses have been well trained. It is necessary for the highest success that each sense should be ready to meet any demands made upon it in daily schoolroom work. The same tests that are applied to children to ascertain which, if any, sense is defective, should be applied to every candidate for a teacher's position. We are just awakening

to a full realization of the importance of sense training. It is as necessary to test the sense of sight or hearing in the candidate as it is to test his knowledge of arithmetic.

It is certain that the teacher who has been well trained in this respect will be more apt to appreciate the importance of cultivating the senses and to devise ways for developing sense-perception in the child. Its importance cannot be overestimated in any grade of school work.

The order of sense development is worthy of consideration. Touch, sight, hearing, taste, smell, is the order given in the books, yet this order is not invariable, nor ought we to develop one sense to the exclusion of all others. The desirable end is such a development that each sense may be an aid to all the others. Occasionally it is necessary to bring each sense into use, or in other words to put each sense in turn upon the witness stand, to enable the individual to obtain a clear conception of the object under examination.

Children differ very greatly in the natural keenness of their perceptive faculties. One child notices every peculiarity of dress or the color of the eyes and hair. One will observe many points which entirely escape the notice of a companion. The same is true of other senses. In every school of twenty pupils are some who are defective in sight, or in hearing, or in some one sense. These children need your especial care and attention. Before you blame a child for not seeing be sure that he can see; before you blame him for not hearing be sure that he can hear. Test in some way the senses of the deficient child and thus you may be able to give him intelligent sense-training.

In training the senses we must be careful not to arrest the child's mental development. Thus Dr. Harris shows how sense-perception, if too highly cultivated, may prove detrimental to some higher faculty—as to memory. We must not keep the pupil too long on crutches. There comes a time when he must begin to deal with the abstract as well as the concrete. The observing teacher watches for this period, and changes the tone of instruction accordingly. The truth remains, however, that to the child who has been taught to observe, whose senses have been carefully trained, the book of nature opens a thousand pages upon every one of which there is a lesson of beauty, of joy, of life itself.

Psychological terms

While it is not expected that any teacher will be an expert in psychology, it is well for her to know the meaning of a few psychological terms. Without some such knowledge it is impossible for the progressive teacher to understand many articles in educational journals which are worth reading; she also is liable not to grasp the full meaning of lectures which she hears at educational institutes and associations. In the following paragraphs are included those most commonly used in child study, and they should be carefully read and studied. If you have access to an elementary psychology it will come in use here as a reference book. Every teacher should own one and read it.

Calkins says that "*Sensations* are those brief influences or impressions which external objects produce upon the mind through the special bodily organs of sense." Sensation is very closely allied to perception. I place my hand upon a piece of ice. Through my senses I have the sensation of cold. When I withdraw

my hand the sensation ceases, but the knowledge thus gained remains.

Dr. Noah Porter defines *perception* as "that power of the intellect by which it gains the knowledge of material objects." This knowledge is gained through the senses and is called a *percept*. "Percept is thus the simplest sense-product." When several of these percepts are combined into one general product, the product is called a *concept*, and the act of combining them, or of synthesis, is called *conception*.

Sensations, perceptions, conceptions.

The term *apperception* is often used by educational writers. In the simplest words possible, *apperception* is the process by which the mind calls upon past experiences to aid it in interpreting a new experience.

Apperception.

We often say, "This is a new idea to me. I want time to think it over." In order to reach a correct conclusion we must first call up and consult such of our past experiences as bear upon the subject. It is not a new principle nor one difficult to understand. How often does the association of a new idea with those already stored in the mind throw a flood of light upon the entire subject!

This process of apperception is all that makes our past experience of any value to us. If the teacher's experience consists only in doing to-day as he did ten years ago, with no new thoughts, no fresh ideas, then the more experience he has the worse for the schools. I own that I am sometimes afraid of experienced teachers.

Watt's lines have many applications:

> Broad is the road that leads to death
> And thousands walk together there.

But on the other hand if the teacher makes use of the past in order to interpret the present, if in the light and heat of the new he discovers the mistakes and errors of the old so as to avoid them, then his experience is the most valuable acquisition he can possibly have.

Induction; deduction.

Before a child enters school he has powers of thought fairly well developed; he reasons, he concludes, he judges. We can no more teach him to think than we can show him how to grow. He will think in spite of us, as he will grow without our help. We can surround him with right conditions of physical growth so that he may eventually have a strong body. We can guide and teach him so that he may think clearly and logically, and that is an essential part of the teacher's work. To do this intelligently the teacher must be able to distinguish clearly between induction and deduction.

By *deduction* we apply a general truth to a special case. A simple illustration will make it plain. I pick up a piece of iron and am desirous of knowing whether it is a magnet. I know the general truth that all magnets attract iron. I expose this piece which I have in my hand to a pile of iron filings and find that it draws them to itself. I say at once that this is a magnet; this conclusion I reach through a process called deduction. I apply a known general law to this particular case.

If on the other hand we use several related facts to establish a general law or conclusion we call the process *induction.* To use a homely illustration: After a sleepless night, in seeking for the cause I attribute it to the cup of strong coffee which I drank

at an entertainment the evening before. The next week I make the same experiment with the same result. It does not take me long to reach by *induction* the general rule or law that a strong cup of coffee at night will break my rest and I learn to avoid it. Again, if it becomes necessary for any reason that I should remain awake all night I have recourse to the coffee; by *deduction* I infer that what my experience has established as a general law will prove true in this particular case.

To teach inductively requires careful thought and special preparation on the part of the teacher. No rule here will apply to every child. There are children with analytical minds who, from the whole, descend to the parts. In the common language of the day sometimes "the how" can be learned with profit, and "the why" left to be ascertained in the future. Every experienced teacher will agree with this. In other words, it is not true that the child must never learn anything which at the time he does not fully understand.

The process of deduction and that of induction are often employed in the same recitation. Either method is capable of great abuse. Some teachers with more zeal than wisdom would have the child discover everything for himself. But it remains true that a large part of the teacher's knowledge has been obtained through conversation with others, or from books. Just so that child must take much of his knowledge at second hand. Nor is it true that all knowledge comes to the child through his senses. He gains much from the experience of his mates. His sources of knowledge increase as he grows in years.

The two in conjunction.

The wise teacher pursues as far as possible those methods in instruction which the child will use in after life. Before he comes to school the little child has unconsciously used all methods. It is a wise teacher who takes him at his entrance into his room and guides and encourages him, but who does not endeavor ruthlessly to crowd him into pedagogical channels of man's creation. The little child sometimes has reason to pray to be delivered from his friends.

The world in its infancy.

The teacher must bear in mind that he has to deal with the world in its infancy. The children of the poor and of the rich, of the learned and of the ignorant, of the wise and of the foolish, of the pure and of the vicious, of the cultured and of the uncultured, of the tractable and of the headstrong, come to him that he may direct and mould their growth. So that perseverance, and persistency, and judgment, and firmness, and decision, and knowledge, and faith, and prayer—all fail him unless he has that rare insight into character which enables him to take the common things of life and nature, and use them as instruments by which he may stir the hidden impulses of the soul—impulses which shall endure,

> As long as the river flows,—
> As long as the heart has passions,
> As long as life has woes.

This chapter should be carefully read. Observation is the foundation of Nature Study. The perceptive powers, when carefully developed, furnish a never failing source of delight to the child. Never repress the curiosity of the child when he asks you questions regarding things he has seen and heard, and never

treat with indifference any knowledge which he may bring you of things in nature which he has observed.

"Hasten the day when teachers shall come to regard more fully and devotedly the child's inherent right to *himself.* He is endowed with a personal property which must not be trespassed upon. His feelings are a sacred realm, and no teacher should violate their sanctity. His right to his own self-respect is something inalienable, and when it has been infringed upon and diminished a barrier to his development toward the higher life has been erected."

This text is worthy careful consideration—

A Little Child Shall Lead Them.

Quotations Worth Reading

OBSERVATION.

Spencer does not hesitate to declare that "success in all things depends on the power of observation."

—David P. Page.

We want to draw out the child's interests, and to direct them to worthy objects. We want not only to teach him but to enable and encourage him to teach himself.

—R. H. Quick.

Half of the wealth of the world is lost to most of us from lack of power to perceive. The difference between so-called clever children and intelligent ones is largely a difference in their sense-perception.

—Elizabeth Harrison.

If I ask myself what I have done toward the improvement of elementary instruction, I find that, in recognizing *observation* as the absolute basis of all knowledge, I have established the first and most important principle of instruction.

—John Swett.

A few common fruits, flowers and spices or gums may be used with a view to forming a habit of sharp discrimination, quick recognition and accurate naming. The drill exercise should be very brief, aiming at thoroughness rather than multiplicity, and may be alternated with lessons in form, color, place, number, etc.

—Thomas J. Morgan.

The foundation of all knowledge consists in correctly representing sensible objects to our senses so that they can be comprehended with facility.

—*Comenius.*

PSYCHOLOGICAL TERMS.

Sense-impressions are the original material out of which the mind, by its elaborative processes, constructs the whole fabric of thought.

—*Emerson E. White.*

Perception supplies raw material, conception elaborates crude percepts into finished concepts. Percepts must be, in order that concepts may be. Here we find the key to correct teaching.

—*Joseph Baldwin.*

Percepts are stored in memory, and from this accumulated store we draw as we need. Out of percepts we build concepts; but percepts themselves give us many of our keenest pleasures and purest delights, as in the colors of a sunset sky or an October forest, or in the blending of musical tones.

—*Ruric N. Roark.*

Many of us cannot even tell the color of the eyes of our friends and daily companions. Carelessness in the observation of common events is just as striking; we fail to note the direction of the wind, the habits of animals, the arrangement of the stars; few can tell how a cow lies down or a horse gets up. This inability to see correctly, or to see at all, is shown in a practical way in the court room by the failure of eye-witnesses of objects and events to agree as to what was seen.

—*Charles A. and Frank M. McMurry.*

APPERCEPTION.

The word "apperceive" is derived from *ad*, to, and *percepere*, to grasp or to clasp. It literally signifies the grasping or clasping of one thing to another, a uniting, adhesive process. But the Latin verb also means *to see* or *perceive:* so that taken figuratively apperceive means *to see or perceive one thing by way of another*, or the coalescence of a new idea with an old one by modification.

—*Burk A. Hinsdale.*

Apperception robbed of its metaphysical cloak, is simply the process by which the mind interprets a new experience by bringing to bear upon it the knowledge gained in past experiences. Everything one learns becomes a part of his mental mechanism, and as it becomes organized into himself this *new self*, with each recurring experience interprets and gives it a meaning which is always colored and determined by the effect past experience, past knowledge has had upon the self.

—*A. R. Taylor.*

The object, then, of learning in education is not only to make the mind fuller and to enrich the understanding, but if the instruction be of the right kind the additional knowledge ought to make the old knowledge more exact and better defined.

—T. G. Rooper.

Many times the new is interpreted by means of the old until the mind becomes less dependent upon the latter, and gets the meaning of the new immediately by "reading itself into it." This process is called apperception.

—A. R. Taylor.

Finally do not fall into the heresy that children should be taught nothing that is beyond their comprehension. Understanding is a thing of degrees. No doubt too little pains was formerly taken to adapt instruction to children, but that is no reason for flying to the opposite extreme and measuring out every idea and every word according to the child's present capacity.

—Burk A. Hinsdale.

INDUCTION—DEDUCTION.

Synthesis is made more perfect by making analysis more complete, but when a proper synthesis is completed, there is no need for further analysis. Studies are termed analytic when the analytic process is most prominent, and synthetic when the synthetic process predominates.

—Francis B. Palmer.

Induction and deduction are merely different forms of reasoning. Through particular truths we reach general truths. This magnet, and this, and this, attract iron; since nature is uniform we infer that all magnets attract iron. This is inductive reasoning. It is inferring a general truth from particular truths. Thus we think up to principles and laws. We deduce particular truths through general truths. Since all minerals gravitate we infer that diamonds gravitate. This is deductive reasoning. It is inferring a particular truth from general truths.

—Selected.

Induction proceeds from particular cases to the general laws or principles governing all such cases. It is aided by observation, experience and experimentation. It furnishes the materials and the *general rules* for the solution of special problems which may present themselves in everyday life. "The method, rightly understood and practiced, leads straight to truth. It is the patient, candid, impartial, universal method of modern science."

—Ruric N. Roark.

To insist upon beginning at the beginning in everything, to cause the child to trudge along the long inductive road, to be satisfied with nothing short of his learning everything by his own individual effort, means that the child must be cut off from the past altogether and live wholly in the present.

—Burk A. Hinsdale.

Questions for Examination

1. Why is it no excuse for a teacher who has made a mistake to say "I never thought of that?"
2. What is it to know a child thoroughly?
3. Why are the five senses called "The five windows of the soul?"
4. Name the usual order of sense-development.
5. Define Sensations.
6. Define Perception.
7. Define Apperception.
8. Distinguish between Deduction and Induction.
9. Why is it true that the child may at times be taught what he does not then fully understand?
10. What care must be taken in training the child at school?

Suggestions Worth Thinking About

1. What is consciousness?
2. What is wrong in the expression, "Teaching the child to think"?
3. How should you deal with children defective in one or more of the senses?
4. How do you deal with children who have a special aptitude for one branch?
5. Which study do you think has the greatest disciplinary value?

CHAPTER VI

KNOWLEDGE MOST USEFUL TO THE CHILDREN

The Making of a Man

Diligence, quiet and unfatigued perseverance, industry, regularity and economy of time, as these are the dispositions I would labor to excite, so these are the qualities I would warmly commend.

—*Hannah More.*

Wanted Men.—No doubt a college boy will learn more Greek and Latin if it is generally understood that college honors are to be mainly awarded for proficiency in those languages; but what care we though a man can speak seven languages, or dreams in Hebrew or Sanscrit, because of their familiarity, if he has never learned the language of sympathy for human suffering, and is deaf when the voice of truth and duty utters their holy mandates? We want men who feel a sentiment, a consciousness of brotherhood for the whole human race. We want men who will instruct the ignorant, not delude them, who will succor the weak, not prey upon them. We want men who will fly to the moral breach when the waters of desolation are pouring in and who will stand there and if need be die there, applause or no applause.

—*Horace Mann.*

HAVING considered some of the things which the teacher ought to know it seems proper to inquire what knowledge is of the greatest importance to the child. On an average the school life of the child does not exceed four years. Remember also that the child is in school only about seven months in a year, and five days in a week, and you will at once recognize the necessity of avoiding all waste and of making every moment tell for his improvement. There is no room in the American school for any exercise which is not

Relative value of studies.

intended for the advancement of the pupils in one of three ways: advancement in their studies, growth of character, or the building up of sound bodies. Whatever is done for show, for looks, for appearance only, ought to be ruled out of the curriculum. Everything should be excluded which does not have a bearing upon the growth of the child.

First we will consider the branches which probably will be of the greatest use to the man in after years. We all concede that when the pupil reaches his real work in life he must have a certain amount of book knowledge as a result of his attendance at school. The common English branches as we usually term them are really at the foundation of all his future acquirements.

Reading.

I desire to impress the following point as forcibly as I can. To know how to read stands at the head of the list as the most important acquisition. Reading is more than the calling of words arranged in logical order. It is an art which but few possess; it is a creation, breathing life into the dull lines and bringing into bold relief the touches of skill and grace with which the author has adorned his work. To read well orally is an accomplishment, while to be a good silent reader, able to penetrate the secret source of the author's thought, is a perpetual delight, a means of growth to the mind.

I quote the following from S. H. Clark's *How to Teach Reading:* "In the words of Carlyle: 'What the universities can mainly do for you—what I have found the university did for me, was that it taught me to read.' This remark, of course, applies to silent reading. A well-known college professor, in response to a school superintendent's question as to what would

better the preparation of students for college, replied: 'Teach them how to read.' Another college instructor, a learned authority on geology, remarks that he finds occasion to say to his classes about once a month, 'It's a great thing to be able to read a page of English.' No one who examines the reading in our schools can fail to be impressed, not so much with the absence of expressive power, as with the absence of mental grasp. We are so anxious to get on that we are content with skimming the surface, and do not take the time to get beneath it. The reading lesson should be primarily a thinking lesson, and every shade of thought should be carefully distinguished no matter how long a time may be consumed. The habit of hurrying over the page which is so prevalent is clearly an outgrowth of school-room methods. Careless of the future we are too prone to push the pupil along, ignoring the simplest and most evident of psychological laws, that thought comes by thinking and thinking takes time."

It is not my intention to give you directions for conducting a reading lesson. There are books written for this purpose which I advise you to own and study. I can give you no better advice than this from Swett's *American Schools:*

"By short and suitable concert exercises pupils should be trained to the proper use of the lips, tongue and teeth in distinct articulation. Occasional breathing exercises are of great value as an aid in securing an erect attitude and the free use of the vocal organs. Occasionally give a drill exercise on words containing vowel sounds, giving special attention to those sounds which children in some parts of our country are apt to give incorrectly; such as 'a' in *half*, *calf*, *laugh*, etc.; intermediate 'a,' as in *ask*, *last*, *past*, *after*, etc.; 'u'

after 'r,' as in *truth*, *rude*, *fruit*, etc. The school is the proper place for correcting provincialisms in pronunciation. Explain the essential diacritical marks of the school dictionary in order that pupils may be able to find out for themselves the correct pronunciation of words. Train pupils to refer to the dictionary for definitions as well as pronunciation."

So much on the mechanical side. On the intellectual side care should be taken to ascertain, by skillful questioning, how far the pupils have gathered the thoughts of the author of the piece which they are reading. Most children do not know how to study the reading lesson. You will have to show them by reading the lesson for them before they attempt to do the work for themselves. Read the lesson paragraph by paragraph while they accompany you closely in their own books. Encourage them to ask you questions. Give them some suggestions as to emphasis, inflection, thought, and leave much for them to think out at their desks. Set them an example which they may safely follow whenever you have occasion to read to them either for their benefit or pleasure.

Reading for the pupil.

Young teachers are sometimes afraid to show a pupil how the piece should be read. They are told at institutes that they should never do this, but should leave the child to catch the expression for himself. Imitation is one of the natural adjuncts of childhood, and the teacher should avail himself of it whenever necessary. Do not have any hesitation on this point.

Miss Sarah L. Arnold, in *Reading: How to Teach It*, says: " 'Would you ever read to children in order to help them to get the right expression?' is a question which is frequently asked. By all means. There is

no other way in which children can form an idea of good reading. Many children hear no reading in their homes. They are accustomed to monotonous speech and to careless articulation. It is necessary to read to them, and *to read well*, in order to show them what good reading is." Mark that the words "to read well" are in italics.

The spiritual side.

Something also should be said of the spiritual side of the reading lesson. It is not enough to get the thought, but the thought must be brought out in the tones and expression of the reader. This can be done only as the reader enters into the spirit and feelings of the writer. Here, as everywhere, interest is the keynote of success. For instance, in respect to reading *Paul Revere's Ride* Miss Arnold has this to say:

"Every effort should be centered upon helping the children to feel, to imagine the picture and to sense its depth of meaning. Say nothing now about holding the book in one hand, standing on both feet or throwing the shoulders back, but stir the class to feel as Paul Revere felt, and to tell the tale with enthusiastic pride. Let all the questions help to make the picture clearer and the feeling stronger. Read again, and again, and again, until the message becomes most familiar, but with every reading more eager than before."

Note here that Miss Arnold says the piece should be read "again, and again, and again." He is a poor teacher who cannot make every reading add to the meaning of the piece. Reading is the most important branch taught in our public schools. If a child can be proficient in but one branch, let it be reading.

Next in importance to the child is the ability to use the English language correctly. It is a fact which cannot well be disputed that our schools are not doing the work in English language in a creditable manner, or at least that we are not getting satisfactory results. One reason undoubtedly is that teachers do not realize the importance of better instruction in these branches. This is evident in the poor spelling, illegible handwriting and faulty construction found in the correspondence of many teachers. Neither are the lower schools the only ones at fault. Professors in secondary schools, in colleges and in universities fail woefully when tested by the highest standards of pure English. "I done it" was used three times by a college professor in discussing the best way of teaching geography.

The English language.

A few suggestions may help you. Drill upon the use of capital letters. Make prominent the proper use of the period, the comma and the interrogation point. The other punctuation marks may come at a later date. Paragraphing must not be neglected. The proper form for beginning and ending a letter, or a personal note, should be impressed upon the class. It was a specialist, a college graduate, an applicant for an excellent position in a leading high school who signed himself—"Yours respectably." Do not depend upon books or papers for model lessons. These will suggest themselves to you as the fruit of your careful study. The best language book which directors can introduce in the schools is a teacher whose daily conversation is a living example of pure English. The influence of such a teacher goes far toward forming correct language habits in the children.

Suggestions.

The teacher in any school will find himself amply repaid if he will make a careful study of methods in language instruction. *It cannot be done by those who discard English grammar as an abomination.* It can be done best by those who have made *a critical study* of technical grammar. The most helpful thing you could do for yourself would be to study and thoroughly master some standard grammar of the English language. *Grammar.*

When a boy at school I was made to learn by heart Goold Brown's English Grammar, rules, exceptions and notes. Possibly there was time wasted in that work, but I have so often had occasion to avail myself of the knowledge of construction thus gained that I have never felt called upon to complain of those who required it of me. In connection with this we did not neglect the parsing exercises.

I studied Andrew and Stoddard's Latin Grammar in the same way, and the knowledge thus obtained is of use whenever I have occasion to translate a Latin phrase or trace the derivation of words.

Undoubtedly there is a better way than this, but the child must have a thorough, painstaking drill in foundation principles if we expect him to become proficient in the use of common English. It is certain that the substitution of meaningless, crude "language lessons," as they are termed, for the more rigid drill in technical grammar has not proved a success if we judge by the results.

Again, simplicity and directness count for very much in the schoolroom. A name is a noun; call it a noun and not a name word. Take it for granted that children are able to comprehend simple truths without so much circumlocution of speech as we sometimes

think necessary. It is characteristic of child nature to go directly to the point. We waste time when we thus trifle with children's brains.

Spelling.

There is no reason to fear that spelling is becoming one of the lost arts. Yet there is a necessity for *continual drill*, together with a *critical study* of the *spelling lesson*. The notion that spelling can best be taught incidentally in connection with other lessons is responsible for an immense amount of mischief. The spelling lesson should have its appropriate place on the daily program, and you should give it the same attention you give to other important branches. In teaching spelling appeal to both the eye and the ear. While Webster's Old Blue Spelling Book has done much good in its day and generation it has also occasioned much loss of time and a vast amount of useless study. The technical terms and the long complicated words of five or six syllables which are seldom if ever used in the ordinary business of life should claim no part of the attention given to the spelling exercise.

Oral spelling is not to be discarded. It serves a very important purpose in fixing the form of the word in the child's mind. The same is true of the written exercises in spelling. For the older pupils this is invaluable. Swett, in his *Methods of Teaching*, says: "Make a judicious combination of oral spelling with written exercises. Oral spelling secures correct pronunciation and awakens a keener interest in pupils; written spelling is the more practical, but is apt to become wearisome if carried on exclusively."

Every pupil who passes under your instruction has a right to complain if he is not trained so that he can write a letter or make an application for a

position without misspelling words which are in daily use.

He should be able to write a legible hand and with a fair degree of rapidity. These are the two essential points. It makes little difference under what peculiar system of penmanship he is trained. As soon as he is left to himself he will develop his own natural style. There is nothing which is more characteristic of a man than his handwriting. Do not, however, allow your pupils in their writing exercises to scribble carelessly and in haste. Insist that each paper shall be the best in penmanship which that pupil can do, and accept nothing less than that. Help him to develop his own handwriting along the lines which will be valuable to him as a business man. Point out the faults of his style. Have him compare his penmanship with that of others; excite his ambition, first as to legibility, then as to rapidity, and let him work out his own salvation. The large amount of written work required of the pupil will, unless carefully watched, do more than any other one thing to demoralize his penmanship. *Penmanship.*

The study of history is attracting much attention among teachers. As usually treated it becomes only a skeleton with grinning skull and rattling bones. It is composed largely of dates and unimportant particulars. There is nothing real about it. Pages are devoted to insignificant battles, or unimportant settlements, while a few lines suffice to portray the character of such men as Horace Greeley, Daniel Webster, Samuel Adams or Patrick Henry. And yet biography makes history and should not be neglected. *History.*

Can you not manage to clothe this skeleton with

living words and make it instinct with life and holy patriotism? The teacher of history should be a word painter.

Picture for them the scene at Lexington. The class should be made to hear the drum and the shrill fifes, to behold the British red-coats as they line up on the village green, to hear the hoarse command of the British major: "Throw down your arms, ye rebels; throw down your arms and disperse!" followed by the quick, sharp order: "Ready, aim—fire." Make them see the patriots, one here and another there, and still another there, as they fall out of the ranks and bedew the sod with the first blood shed in defence of American liberty. Again at Concord!

> By the rude bridge that spanned the flood,
> Their flag to April breeze unfurled,
> 'Twas there the embattled farmers stood
> And fired the shot heard round the world.

The pupils should be able to see in clear outline the rude bridge and the farmers, each with his musket, drawn up to dispute the passage of the enemy. Let them follow the retreat of the British and hear the crack of the guns from the covert of every haystack, out of every home, from behind trees and stone walls, until the weary troops, with tongues hanging out of their mouths, like hunted deer, are barely saved from capture by reënforcements sent from Boston to meet them.

In this way the teacher who is master of the subject makes history a living reality.

The history lesson should have three points in view: (a) to impart information; (b) to foster a healthy national pride; (c) to cultivate a taste for historical reading.

Every citizen should have a knowledge of the government under which he lives. This knowledge he must acquire, in part, technically in the schools. And yet it is a question whether teaching civics formally in the grades below the high school is not a misuse of time. How little of civics as taught in school is understood by children is well illustrated in this story:

Elementary civics.

Some years ago a lady residing in Washington told me that they had visiting them a young lady from the east who had been well instructed in the best schools and had studied especially history and civics. As in duty bound they exhibited to her all the sights in Washington; went with her to the capitol, visited the Senate and House of Representatives which happened then to be in session, pointed out notable men, and so on. After her visit was finished and she had returned home she wrote them a letter of thanks, in which she said that while she greatly enjoyed her trip and especially her visit to the capitol, she should never cease to lament that she had failed to see Congress.

The above was related to me by one in whose word I have perfect confidence.

A little twelve-year-old girl who "took civics" in the seventh grade expressed her disgust when she said, "It is all bosh to me." The text-book should be reserved for the higher grades. There is very much, however, which you can do orally. The duties of the office, but not the name of the present officer in state and national politics, may be learned. The office is permanent; the officer changes. The Australian ballot is easily explained in a general way, not in all its minutia, by the use of a ticket prepared for some election. The duties of a presiding officer and of a

secretary, the proper mode of making motions and of putting them, and other matters, may be gathered by organizing the school into a debating club each Friday afternoon. If you are in earnest your ingenuity will devise ways of interesting your pupils in this work.

After all the best work you can do in this line is to impress upon the pupils the dignity of American citizenship and the responsibility of the American voter. This can be done in various ways, but particularly in connection with history and the reading lesson.

The pupil should be constantly reminded of the possibilities of life in a republic. At the same time he should be cautioned against expecting unreasonable things of himself. Many a man has gone through life sour, sulky, disappointed, growling, grumbling and kicking because in his youth his parents and teachers excited his ambition far beyond what could reasonably be expected of his talents. The child must learn from his teacher and from school life that some knowledge is for some men; other knowledge is for other men; but all knowledge is not for any one man. (See page 84.)

Possibilities of life.

In teaching arithmetic no late treatise, as far as I have seen, has made any improvement upon the following statement of principles taken from *Methods of Instruction*, by J. P. Wickersham:

Arithmetic.

"Before proceeding to describe these methods it may be well to state the principal ends for which arithmetic is studied and the most necessary conditions of their attainment. These ends are: First, to obtain a knowledge of the properties of numbers; second, to give practice in mathematical reasoning; third, to attain precision in the use of language, and

fourth, to secure skill in the application of numbers to the concerns of life. There are several secondary ends which must not be overlooked. Among them the following: First, rapidity and accuracy in the solution of problems; second, skill in the use of abbreviating artifices; third, an acquaintance with methods of proof. The following may be named as the most necessary conditions for the attainment of these ends: First, the object-matter of the science should be distributed in a logical order; second, pupils should commence with the simplest arithmetical operation and be thoroughly grounded in each step of their progress before taking another; third, arithmetical definitions and rules should be understood by pupils before they are required to use them [sometimes the understanding comes through the using. — Ed.]; fourth, pupils should be taught to explain their work in clear, concise and appropriate language; fifth, numerous well-graded, skillfully varied problems, embodying every principle learned should furnish ample opportunity to pupils for making a practical application of their theoretical knowledge."

If I were to add anything it would be the following directions: First, do not waste time in teaching pupils to read and write very large numbers, as billions, trillions, etc.; second, use fractions with small denominators. Nearly all the fractions used in business are halves, thirds, fourths, fifths and sixths, excepting, of course, decimals. Such fractions, moreover, as far as possible should be manipulated orally; third, carry on oral and written arithmetic together at every recitation, even though you have oral arithmetic as a separate exercise. Encourage the use of short methods—abbreviated is a better word. Economy of time and

space is desirable in solving problems. Do not neglect oral arithmetic.

These rules may be of use to primary teachers:

For primary teachers.

1. Do not hurry the child in his number work during the first two years of school life.

2. Give the child full credit for what he already knows of numbers, and use it as a foundation upon which to build.

3. Do not use long and wordy formulas. The hences, the whences, the therefores, the wherefores are as meaningless to the child as so many Hebrew words would be.

4. I quote from J. M. Greenwood, of Kansas City: "Let it be kept constantly in mind that these things (blocks, marbles, etc.) are helps only, and as soon as the child can work without, they should be cast aside." I believe that much earlier than we think the child ought to pass from concrete numbers to abstract.

5. The use of measures and rulers and weights has a certain value in teaching arithmetic, but their continued use in the upper grades has a tendency to make the pupil slow and uncertain in his mathematical work. Teachers show the result of such training in school in the length of time it takes them to write up an arithmetic paper of ten simple questions. A very common excuse for failure in examination is: "I could have worked them all if I had had more time."

The rule as the child progresses should be: Less of the concrete and more of the abstract until he has no more occasion for thinking blocks and things than he has for counting his fingers.

In geography study modern methods as far as practicable. There is no study more inviting to an ingenious teacher than this. The miniature hills and

valleys in the sand box; the streams which the children cross in coming to school; the landscape about the school building; the direction of different houses and churches, and a large amount of other material are available in rendering geography interesting to little children. *Geography.*

For the older pupils mathematical, political and commercial geography is taking the place once filled by dry details and unimportant facts. In these days when the ends of the earth are brought together and we are exchanging our products for those of nearly every nation, the commercial relations which we bear to other countries ought to be, if rightly handled, of great interest to both pupils and teacher.

Comparatively few teachers have been trained to instruct in geography by the laboratory method. The great majority of them will continue for years to teach in the old-fashioned way. For that reason I have ventured to condense some ideas which I have gathered from a paper by the United States Commissioner of Education.

Dr. Harris shows very plainly how much there may be in geography in the elementary schools under what is admitted to be a poor quality of instruction and a very inadequate text-book. The average child will obtain a pretty vivid notion of the shape of the earth. He will connect with it the idea that the earth is one of the bodies which move around the sun. Then follow the ideas of latitude and longitude which are intended to determine the location of any place with reference to base lines like the equator or like the first meridian. *Dr. Harris' suggestions.*

He will have a general idea that the United States in which he lives is in north latitude, and nearly all of

Europe in east longitude as compared with the meridian of Greenwich. It is more important, he says, to the individual to know that Brazil is in south latitude than it is to know that the mouth of the Amazon is on the equator, and that the capital of Brazil is about twenty-three degrees south. These general ideas which the child learns are remembered. The specific ideas, unless exceedingly important, very soon pass out of his mind.

Then come the mental images of the territories occupied by states and nations. He ought to have some notion of the shapes, boundaries and general positions of the states of his own country. For myself I cannot help believing that there was some benefit in the outline maps which children were compelled to study years ago. They certainly helped fix these forms of the contour of continents and states in the mind, and I find them of value to me in my reading to-day.

There is, moreover, a class of geographical knowledge which relates to the formation and modification of the features of land and water. The child learns something in respect to the sources and outlets of rivers and of their navigability and usefulness. He obtains the general information regarding lakes, highlands and lowlands and the trend of mountain chains. The child who studies geography in the way indicated in the ordinary text-book cannot fail to notice the climate and the dependence upon it of the fertility of the soil. He finds some typical facts in relation to heat and cold. He learns how altitude above the sea level affects the temperature. If explanation is given in one case he generalizes it and applies it to other countries.

Then through this superficial study of the book he

absorbs something of the diversity of labor over the surface of the earth, of that commerce which exists between nations by which things are carried from where they are worthless to where they are precious. In other words, from where they are of little value to places where they afford a good profit to the seller.

Then follow the occupations of men, the different races of men, the governments of the several countries, the beasts, and through all these means his memory is assisted in retaining the dryer but more essential facts of geography.

I have quoted as briefly as possible this condensed statement because there is a feeling that the study and teaching of geography in the way most prevalent is absolutely a waste of time. I have endeavored to show you some of the things which you ought to emphasize in geographical teaching. You will find extracts from Dr. Harris in the notes to this chapter. They are worth your reading.

That training is faulty which does not cultivate in the child a desire for knowledge. Every recitation should be a stimulant, every hour spent in study should prove an incentive, every new truth gained from any source should be an added strength, so that the duties of life may not quench his ambition, nor the severities of toil dethrone his ideal. Curiosity is the term which we often apply in speaking of small children; in the case of older pupils and of adults it is rather the pleasure which comes to one in the acquisition of knowledge; the consciousness of increased strength which always is present with one who has overcome great obstacles in the way of his advancement.

The desire to know.

Horace Mann writes thus:

"Every new idea that enters into the presence of the sovereign mind carries offerings of delight with it, to make its coming welcome. Indeed our Maker created us in blank ignorance for the very purpose of giving us the boundless, endless pleasure of learning new things."

But it is not intellectual knowledge alone which the man will need; he must know how to use his hands. They must be made useful, as the servants of the brain, in order that thought may find a tangible expression for itself. The employment of the jack knife for legitimate purposes ought to be encouraged in the school. The boy who is whittling out his idea—it may be only a stick with notches to hold the window at various heights, or a puzzle for the amusement or perplexity of his mates, or a simple piece of apparatus to illustrate some experiment in physics—has a faculty which may grow and make him a useful man in his generation.

Eye and hand.

There is just as much need of men who can mend a wagon, or shoe a horse, or patch a roof, or repair the front-door lock as there is of men who astonish the world by the brilliancy of their inventions.

It is not yet possible to introduce manual training in every school, but the teacher should feel the necessity of encouraging deftness and skill in the use of the hand, even in so small a matter as sharpening a lead pencil so as to protect the lead, or in repairing a broken slate frame. The boy who has acquired the habit of "making himself handy" about the house or barn at home is being educated in a most practical way.

Manual training.

L. D. Harvey says: "It is the ambition of every boy at a very early age to become the owner of a

pocket knife. The reason for this is that the pocket knife is the tool which for him furnishes the largest opportunities for the exercise of his inherent desire to do. No one thinks of denying him the pocket knife because of the fear that its use will compel him to become a mere whittler, but on the contrary the thoughtful parent will furnish it because of its value as an instrument in the training of the child's manual and mental powers."

In these days of sewing machines there is danger that hand sewing will become a lost art, yet the girl may find herself in a position where no sewing machine can be had and then her hand must do the work for herself or her friends. Furthermore the eye must be trained to aid the hand in its work. It is something for the eye to be able to distinguish colors; it is something for the hand to trace on paper the design conceived by the brain; but the joint culture of the eye and the hand is necessary in order to produce the design in material form.

I have dwelt upon this point for a moment in order to induce the teacher to think how great a work there is to be done along these lines of giving the child the complete use of his eyes and his hands.

For rural teachers.

I hope this book will be read by some whose good fortune it is to teach in the midst of rural surroundings. Nature has a thousand voices for those who have ears to hear; beautiful things beyond number for those who have eyes to see. Knowledge presents itself in its most attractive form to the child who is early accustomed to search for it in pasture and stream and garden — among all living things that frequent the forest and the roadside.

George B. Emerson, in his lifetime one of the foremost of Boston schoolmasters, writes thus of his childhood:

"As my father was a person of great public spirit, he was usually chairman of the school committee and took care that there should always be a well-educated man as master of the school. Notwithstanding its excellence my elder brother and myself were always, after I reached the age of eight years, kept at home and set to work as early in the season as there was anything to be done in the garden or on our little farm. I thus gradually became acquainted with sowing, weeding and harvesting, and with the seeds, the sprouting and growth of the leaves, the formation of the blossoms, their flowering, the calyx, the petals, their times of opening, coming to perfection, persistence of falling and the successive changes in the seed-vessels till the maturity of the seed, of all the plants of the garden and the field. I became also familiarly acquainted with all the weeds and their roots and the modes of preventing their doing harm. I was getting real knowledge of things; I formed the habit of observing. This was always valuable knowledge, the use of which I felt afterwards when I began to study botany as a science, and as long as I pursued it; for reading the description of a plant I saw not the words of the book but the roots and stems and leaves and flowers and seeds of the plant itself. And this habit of careful observation I naturally extended to whatever was the subject of my reading or study.

"This was valuable, but I made another attainment of still greater value. I learned how to use every tool, spade and shovel, hoe, fork, rake, knife, sickle and

scythe, and to like to use them. I learned the use of all my limbs and muscles, and to enjoy using them. Labor was never then nor afterwards a hardship. I was not confined to the garden and field. I had to take care of horses, cows, sheep and fowls, and early learned their character and habits, and that to make them all safe and kind and fond of me it was only necessary to be kind to them."

Quotation from Francis W. Parker.

In the appendix to the Report of the Committee of Twelve on Rural Schools, Francis W. Parker writes: "The statement of what a farm does for a boy in its general lines may easily be taken from the experience of a farm boy in New England, for instance. As soon as he found himself upon the farm at eight years of age he began to study—to study in the best sense of that much-abused word. He began the study of geography —real geography. He observed with ever-increasing interest the hills, valleys, springs, swamps and brooks upon the old farm. The topography of the land was clear and distinct; its divisions into field, pastures and forests were to him the commonest facts of experience.

"He studied botany. All the kinds of grasses he knew—timothy, clover, red top, silver grass, pigeon grass; how they were sown, how they came up, grew, were cut, cured and fed to the cattle; what kind of hay was best for sheep, and what for oxen. . . . He knew the trees, the maple with its sweet burden of spring, the hemlock and the straight pine which he used to climb for crows' nests. He knew the wild animals, the squirrels, the rabbits, the woodchucks; the insects, the grasshoppers and ants; bugs that scurried away when he lifted a stone. With the

birds he was intimately acquainted. He lived to become a school teacher, and taught school earnestly and bunglingly for twenty years before he had even a suspicion of the value of his farm life and farm work."

The thoughtful, ingenious teacher will find many opportunities for training the eye and cultivating the use of the hand, thus aiding in bringing the body into subjection to the mind. No rules can be laid down for his guidance; he must contrive ways for himself. The penmanship lesson, drawing, blackboard exercises, the degree of neatness or orderly arrangement of examples placed on the board, accuracy in map-drawing, all are in their way suggestive.

Laws of health.

Lastly, the pupil must not be left in ignorance of the laws of healthful living. This includes cleanliness of person, the laws of sanitation, wholesome diet, temperance and judicious exercise. Very little information concerning the great principles upon the practice of which health and strength depend is fixed in the mind of the pupil when he leaves school. This ought not to be so. The fault is with the public. We expect from the teacher great things in the intellectual growth of the school; we demand but little, if anything, of him in the physical training of the children under his care. The entire system is wrong. The order of procedure should be, first, moral, then physical, and ultimately, intellectual training. (See page 82.)

There is also demanded, as part of the child's outfit for life, knowledge of right choice when principle is involved. It is that inward grace of backbone which the times require of every true man.

Last of all, be sure that he has such understanding

of the hygiene of the organs of sense and of the laws of health that a strong and healthful development of all his bodily organs may enable his intellect to do the best work possible for all his race.

But it is not intellectual strength alone, nor skill in the use of the eye and hand, which promises success to the child in coming years. He must also have such knowledge of right and wrong, of those things which pertain to truth and justice and honest living, that he may be able clearly to distinguish them from those which characterize error and injustice and dishonest living. By precept, practice and example the child must be brought into that state of mind in which feelings, choice and will unite in forming a perfect manhood,

Miscellaneous.

The one unchanging thing
Beneath Time's changeful sky

To sum up the main points of this chapter: The child, when he leaves school, should be in possession of such knowledge as will be of the most practical use to him in life. The branches, a knowledge of which constitutes a fairly good English education, should receive a large share of his attention. These branches should not be slighted in order to obtain time for more advanced studies. If the superstructure is to endure, the foundations must be solid.

Going out into life he must carry with him a desire to know all things within his reach. But he should have in his mind a knowledge of his capabilities, and choose his line of work in accordance with their extent.

A great work is entrusted to your hands; it is nothing less than

The Making of a Man.

Quotations Worth Reading

VALUE OF STUDIES.

The best education has come from contact with nature. It is absurd to say that Abraham Lincoln was uneducated because he did not have the advantages of the schools. He was educated for the work of his life, even if most of his clay work was done with a hoe, his wood work with an axe, his physics with a crowbar.

—*Earl Barnes.*

In teaching reading there are just two ends to be sought: (1) To make the learner automatic and quick in the recognition of word and letter forms and values; (2) to secure his interest in the *content*, the spiritual element of the printed forms.

—*Ruric N. Roark.*

Whenever and wherever throughout the course a part of speech, a fact of etymology, a definition, an explanation, a rule, or general direction, a lesson in parsing or analysis, will directly assist pupils in comprehending or adequately expressing thought, any and every detail of grammar should be freely presented and freely used.

—*Francis W. Parker.*

In recent years there has been much so-called "language-study" in our schools ostensibly for the purpose of teaching the pupil how to write or compose with facility. He has been set at work writing numerous commonplace sentences about commonplace things. The result of this language-study has been described not inaptly as "gabble."

—*B. A. Hinsdale.*

DESIRE FOR KNOWLEDGE.

To this might be added that *irrepressible curiosity*, that all-pervading *desire to know*, which is found in the mind of every child. The mind, as if conscious of its high destiny, instinctively spreads its unfledged wings in pursuit of knowledge. This, with some children, is an all-sufficient stimulant to the most vigorous exertion. To this the teacher may safely appeal.

—*W. H. Payne.*

Ideals come in to compel men to go forward. It is easier to lie down in a thorn hedge, or to sleep in a field of stinging nettles than for a man to abide contentedly as he is, while his ideals scourge him upward.

—*Newell Dwight Hillis.*

As the child is growing up educational training should be continued and should include wider interests, teaching thoughtfulness for others and at the same time the principle of self-control and close obedience to the laws of health.

—*Francis Warner.*

THE EYE AND THE HAND.

How many schoolmasters of even the present regime comprehend with John Ruskin that "the youth who has once learned to take a straight shaving off a plank, or to draw a fine curve without faltering, or to lay a brick level in its mortar, has learned a multitude of other matters which no lips of man could ever teach him"?

—*Charles H. Ham.*

When children go into the shops and find that they have to do something themselves, delight seizes their souls. They take the school home with them. When education penetrates the home and when the home penetrates the school then things move on.

—*Francis W. Parker.*

In no country on earth is there as great a need of good, true, strong characteristics in human life as in America. In no nation do manhood and womanhood in their highest and noblest excellence have such a chance to count for so much. In no way is personal virtue, wise restraint and self-mastery able to exert such majestic influence as is possible to-day in the wonderful call for citizenship that is able at all times and under all circumstances to stand for the best and the most glorious things in our civilization.

—*H. H. Seerley.*

How pathetic the wrecks of men who have chosen the wrong occupation!

—*Newell Dwight Hillis.*

LAWS OF HEALTH.

Prompt and vigorous steps should be taken to acquaint every school teacher in this country with such exercises as would quickly restore the misshapen, insure an erect carriage, encourage habits of full breathing and strengthen the entire trunk and every limb.

—*William Blaikie.*

The following quotations are from the article by Dr. Harris, referred to in the text:

GEOGRAPHY.

It must be admitted, however, that it is a mistake to send the child to the geographical investigation of his neighborhood before he has heard anything about the great facts of the world; he should be put on the investigation of his habitat in connection with the great facts which are mentioned in the geography. One approaches the explanation of great facts through little facts, but he should learn as quickly as possible to see these little facts on the background of great facts; hence they should be taught together. If this is so it is certainly a mistake to keep pupils for

many weeks or even many days upon the study of their neighborhoods before taking up the colossal facts which are of world-importance.

In geography the pupil comes into contact with these substantial facts that lie outside of his daily experience and yet are necessary to him for explanation of that experience. Good instruction in the school will of course draw constantly on the daily experience of the pupil in order to explain the colossal facts which are not to be found in his neighborhood. The small things and phenomena which he sees every day about his habitat enable him to learn to understand the greater phenomena which are of historical importance. He sees, for example, every day the effect of the last rain-freshet in wearing away the soil of the road on the hill-side, and it furnishes the small fact by which he interprets the large fact of the wearing away of the Niagara-gorge.

Even the old-fashioned geography gives items regarding the religious beliefs of the peoples of the different countries. Religion is the underlying principle of civilization.

Thus we have a repertoire of the main points of sociology, namely religious beliefs, forms of government, industrial occupations, races, and costumes, and finally what each nation puts into the market of the world from its surplus for exchange with other peoples, and what it receives in return.

MISCELLANEOUS.

One thing grown-up people fail to realize about boy life, especially children's life, and that is the intensity of it. There is a strong life of hopes, fears, likes and dislikes, friendships and quarrels going on which the master little suspects.

—*R. H. Quick.*

Latterly I have found it necessary to show that the core of the school curriculum is right; that the need of an illiterate man when he goes away from home is a knowledge of reading and writing rather than a knowedge of bugs, beetles, lobsters, whales and other stuff which is displacing the three R's in the curriculum of many schools.

—*N. C. Schaeffer.*

Questions for Examination

1. How much importance attaches to the reading lesson?
2. State in your own words what Miss Arnold says of teaching reading.
3. What is said in this chapter concerning the spelling lesson?
4. What points should be made prominent in teaching arithmetic?
5. What is the effect of stimulating the child's ambition beyond his natural ability?
6. The importance of training the hand and the eye?
7. What advantages has the teacher of the country school?

8. What is said concerning the laws of health?
9. Sum up the main points of this chapter.
10. What is involved in the motto, "The Making of a Man"?

Suggestions Worth Thinking About

1. Who was Francis W. Parker?
2. Who was George B. Emerson?
3. In what way can a child be taught to use his eyes and his hands?
4. Do you consider arithmetic the most essential branch in the curriculum? Explain.
5. What distinction do you make between a disciplinary and an information study?

CHAPTER VII

MORALS

Out of the Abundance of the Heart

The simple and salient fact is we do not get hold of the little children soon enough. An unfortunate childhood is the sure prophecy of an unfortunate life.

—*Sarah B. Cooper.*

In the school, as elsewhere, good, honest toil is a remedy for many of those ills that come where idleness and looseness prevail. Every boy who does a piece of work thoroughly and completely is a different boy from what he was before.

—*Samuel T. Dutton.*

THE SCHOOLMASTER'S PRAYER:

Lord, deliver the laddies before Thee from lying, cheating, cowardice and laziness, which are as the devil. Be pleased to put common sense in their hearts, and give them grace to be honest men all the days of their life.

—*Ian Maclaren, in "Young Barbarians."*

THE cultivation of morality in its broadest sense including the proper control or exercise of the emotional nature of the child, the cultivation of his conscience as influencing him to right-mindedness, this is the most important duty imposed upon the teacher by his office. There can be no more weighty concern presented to the youthful mind than how to attain to a right life by the process of growth in right conduct.

The cultivation of morality.

To the accomplishment of this end all the exercises of the school should be made to contribute. The recitations, the recesses, the study hours, the general management and the discipline, are, or ought to be, strong factors in moral training.

All the signs of the times indicate the need of more pointed and more radical moral instruction in our

schools. If we expect to stay the tide of youthful crime we must begin at the foundation, and deal with the child as a responsible being. We must appeal more to his conscience, and impress upon him a knowledge of the terrible consequences of wrong-doing which he will bring upon himself if he persists in his evil courses.

The philosophers may philosophize as they will, but in plain language, avoiding all technical terms, we believe that Dr. Harris sums the whole matter up when he says: "The personal conviction of responsibility lies at the basis of all truly moral actions."

It is to be regretted that many teachers regard moral training as a thing separate and by itself. It is too often dependent upon the opening exercises, or it is made the subject of certain lessons given at fixed and stated times. In such a case it has no connection with school life, and worse yet, it is wholly divorced from life outside the schoolroom. Thus moral training fails oftentimes to take hold of the living child or to find any lodgment in his heart.

Rules, regulations and restrictions have a place in moral training, but as the child grows in years the necessity for them should become less and less, until they can be dispensed with, and the man be left to stand upon the foundation laid in his youth. Moral instruction concerns the inner being, and must work from the heart outward.

The province of the school in moral training.

You will occasionally be met by the objection that the public schools cannot give any instruction in the domain of morals for fear that in so doing they may invade the field of creed and dogma in which it is the peculiar province of the church to instruct its children and youth. I cannot agree with those who take this

position. . Neither can I agree with those who regard the public schools as godless, and their attempts at moral instruction as of little worth.

Society is based upon certain great, cardinal principles that by universal consent are regarded as the foundations upon which depend the safety of our homes and welfare of our children. A community where every man is rated as a liar or a thief, where dishonesty is the rule and honesty the exception, where lawlessness in unchecked and human life held at a low estimate, would not be a desirable place for a residence. Here is a vast domain embracing every sphere of life over which the church does not claim exclusive jurisdiction and which the school may not rightly neglect.

Every crime punished by the state is a transgression of one of the ten commandments; every virtue binding together the brotherhood of man is inculcated in the Sermon on the Mount. Honesty, reverence, temperance, purity, patriotism, truthfulness, justice, mercy, obedience, whatever tends to add to the usefulness of the citizen, the stability of the government, or to raise the tone of society comes within the legitimate province of moral instruction in the public school.

Special virtues.

I refer here especially to those virtues the practice of which renders it possible for men to trust each other in business transactions. It makes little difference whether a man is fat or lean, tall or short, broad-shouldered or narrow-chested. We do not care what ticket he votes. We make no inquiries as to his church affiliations. But we do want to be assured that he gives full weight and honest measure, and is exact in his accounts; that he does not keep about his place of business lewd or

drunken clerks to insult our wives or cheat our children.

I dwell upon these points because so many of our teachers fear to give definite and daily instruction concerning them, lest they offend some over-sensitive parent in the district. I desire here equally to emphasize the necessity of teaching our children obedience to law and reverence for constituted authority. There can be no question upon this point. Here the teacher's duty is as clear as the light of day. To live in open disregard of the laws of the land is inconsistent with the character of a good citizen, affixes to the offender the brand of disloyalty, and affords an example which the youth in our schools should be taught to shun.

Religion in the schools.

If I am asked how far this instruction in morals may be carried I am ready to answer that its extent is measured by the welfare of the citizens and the necessities of the state. Then perhaps you ask me, as many have, "What of the existence of God, and what of personal responsibility? What is my duty in this regard?"

Let me ask you a question in return, the answer to which seems to solve the question. How can you teach civil government and the sanctity of the official oath if you ignore the existence of God, or discard the doctrine of personal responsibility? What will you do with the references to an overruling Providence, in Lincoln's Gettysburg Speech, in Washington's Farewell Address, and in the proclamations for thanksgiving or fasting put forth by nearly every president since the days of Washington?

Read in the notes at the close of this lesson the extracts from the constitutions of three northwestern states and you can decide the question for yourself.

A Frencn philosopher once said: "God is as necessary as liberty to the French people." What was true in France then is true in America to-day.

To the thoughtful teacher the intent of moral instruction is not a doubtful question. The teacher may not inculcate the peculiar belief or creed of any sect or class of people. The mind of the child in the public schools must be left free to receive such distinctly religious instruction in Sunday school, church, family, or otherwise as each parent may elect. In addition to this the wise teacher will in no way ridicule or bring into disgrace the peculiar religious views of the family from which the child comes. Nothing can be worse for the child than to have his respect for the religion of his parents treated scornfully or even lightly. Thus far the way of the public school teacher is hedged up by lines beyond which he may not lawfully pass.

Notwithstanding all that is said to the contrary the fact that this is in name a Christian nation is recognized in every legislature in the land. In every court, from the justice office of the village to the supreme court of the nation, the sanctity of the oath is confirmed and strengthened by the expression, "So help you God." No legislative assembly, no court of law, no political convention would dare breast the storm of indignation which would be raised by its convening on the Christian Sabbath. If our government has any stability it is a stability rooted and grounded in the heart of the Christian people. If we have any culture it is an outgrowth of our Christian civilization.

What may be taught.

But without going beyond their lawful domain there is a broad range of moral instruction within which teachers may find a field for most profitable and efficient work.

At the risk of repeating what I have already said I desire to enforce this point. There are certain accidental qualities which attach themselves to every man. They are his peculiar property and constitute the sum total of his individuality. With these we have no concern. But there are other vital qualifications which make up his character and guide him in his dealings with his fellows, and these qualifications it is the business of the public school to cultivate in the children who attend upon its instruction. Temperance, regularity and promptness in meeting business engagements, honesty in dealing with others, reverence, purity, truthfulness and obedience, respect for law, the sanctity of an oath, whatsoever virtues enter into the character of the typical American citizen, these must be taught to the children of all classes alike, for they are the foundation of that practical religion which alone makes this life endurable. "These, taken as one grand whole, are the essence of that which we call faith, and faith is the essence of all religion." And so we come back to the point at issue, that there is occasion in the public schools for teaching that plain, practical, business morality which enters into the everyday dealings of life, and which, by unfolding to the child the brotherhood of man, enables him more fully to comprehend the fatherhood of God.

Is this done in the public schools of the land? In a measure, it is, but not so fully as it ought to be. The intellectual has the preference over the moral in most of our schools. The text-book is on the throne. Mathematics, science, literature, whatever induces brilliant intellectual results, are crowded to the front, while the growth of those finer qualities of the heart, which make up such types of manhood and woman-

hood as we hope for in the coming American citizen, is left in the background.

The following quotation is from the pen of Cyrus Peirce, whom Horace Mann chose to be president of the first normal school in America:

Extract from Cyrus Peirce.

"By virtue of the understanding, man may learn the laws of God; but it is the conscience only that can keep him in the practice of them. This has been practically very much lost sight of. In our schools, for the last thirty years or more, we have been educating the head, the intellect, so far as we have educated anything; teaching boys and girls a little grammar, geography, arithmetic, and a few poor accomplishments,—rather than infusing into them a right moral spirit, and teaching them the great duties and responsibilities of life. This is implied in all our school arrangements, text-books, examinations and standards of school excellence. This is the reason, or a principal reason, that education, popular education, school education, has not checked, and will not check crime. The head will not do the work of the heart, nor the heart of the head. We must be more than informed of our duty. "If ye know these things happy are ye if ye do them." Let us go to work and do as much everywhere for the heart and the conscience as we have done for the intellect."

Motives.

As a part of moral instruction it is necessary to induce children to think seriously upon moral subjects and to determine their own actions by judging for themselves. As choice precedes action so motives precede choice. Do not allow a child to decide in haste a question involving a right or wrong course of action. Give him plenty of time to revolve the matter in his own mind.

At the close of a patient talk the teacher said to a troublesome pupil: "I do not want an answer to-night. Take the matter home and think it over, 'Is my conduct in school such as it should be?' To-morrow or the next day come and tell me your decision, but take your time for it." There was no answer for several days. The teacher's treatment of the pupil was kind and cordial, but no reference was made to the matter of which both were thinking. Before the end of the week the boy had thought it out, and of his own accord after the session said to his teacher: "I have been *thinking*, and I was wrong all the way through."

Motives classified.

Motives may be classified thus: First, those which are personal in their nature. We all are actuated more or less by love of self. Only in rare instances do we find a person who can and does entirely forget his own interests in determining his course of action. What we are unable to do ourselves we ought not to expect children to do.

While it is right to inculcate a spirit of unselfishness in the child we ought not to look upon him as totally depraved because many of his actions are induced by selfish interests. If we can so far control and direct him that he will not strive to obtain any advantage by disregarding the rights of others we have accomplished in many cases all that we have any right to expect. Self-approbation is a laudable motive, and the teacher has a right to appeal to it. Self-approbation is akin to self-respect.

A second class of motives can be found in a desire to gain the approbation of others. Motives which may be gathered under this head are perfectly legitimate, and the teacher need have no fear of appealing

to them. Care must be taken, however, to impress upon the pupil that approbation and praise gained through fraud or deceit is a lasting disgrace.

The third class of motives includes those which appeal to the child's ideas of right, to his higher nature, to his sense of responsibility,—as a child to his parents, as a pupil to his school, as a citizen to his country, and as an individual to his Maker.

In his address to a candidate for ordination Bishop Brooks thus described the spirit that should animate the minister: "The true mother loves her son and loves the truth; as a result the child is educated in the right manner. The disciples loved Christ, and they loved the men around them; consequently their work among them was crowned with success. If you would teach a man a duty or a truth which he should know you must have this double love. To comfort a man in grief you must have one hand on the strong rock of absolute truth and the other on the trembling afflicted soul. Kindness without truth is not kind; truth without kindness is not true."

These are sound words and should be kept in mind by everyone who desires to lead the child into ways of truth and soberness. You cannot force these motives upon the child and have them live. They must be vitalized by love and kindness, and by a sincere interest in his welfare. An old writer says this, and it is worth remembering: "The more experiences we have the richer is our life. It is better to hold any portion of truth in the mind in a vital way than to have its whole baggage stored merely in one's memory."

There is not space in this chapter to discuss the nature or functions of the will. It is enough for our

present purpose to say that the will is the self-determining power of the soul. Of two courses open to the child he knows that one is right and one is wrong,—one involves disobedience and breaking away from all restraint; the other, obedience and the conscientious discharge of any duty. Here good motives and pure feelings come in to act as a stimulant to the will and to compel a right choice. On the other hand if the motives are low and selfish, if the feelings are sluggish and dead, then the will has no prompting to resist temptation and the wrong choice is the result. *The will.*

The boy played truant yesterday. To-day as he leaves his father's house the choice presents itself. "Shall I go to school or shall I do as I did yesterday?" What is to determine his course? His feelings, his regret at having caused his parents trouble, his shame at being punished, his desire to regain the place in his class which he has lost, his pride, his better nature, all conspire to lead him to the school. He meets a boon companion, an idler, a vagabond, yields to his influence and spends the day, as he did yesterday, in the fields and woods. What was the reason? When it came to the point of executing his choice his will was weak, and he yielded to temptation. He had not been taught to look beyond the pleasure of to-day.

How can I strengthen the will of such a boy, or rather how can I aid him to do this for himself? By placing before him right motives, by appealing to his sense of duty, by encouraging him in any attempt to do right, by placing implicit confidence in his promises, which are honest at the time made, to do better in the future.

A more difficult case is found in the boy whose

will is strong but depraved; it always impels to wrong action whenever a choice presents itself. Of the boys taken from the streets, some of them young criminals, and placed in proper homes under judicious men and women, ninety-five per cent are saved. How is this accomplished? By giving them something to do, by interesting them in some work which calls out their native energy; by meeting them more than half way in every effort to do right; by trusting them in important places or work, and by cultivating self-respect and the desire to excel in whatever they undertake. In every case give such boys an opportunity for self-reflection. When the child discovers that he is an object of suspicion, that no one trusts him, his ruin is not far off. Arnold's boys used to say: "It is mean to lie to Arnold; he trusts us so." The boy's honor is often the most sensitive point in his character. You will seldom make a mistake in appealing to it.

A strong but depraved will.

In close connection with what I have written is the cultivation of conscience. Every child has a character which is his own, an individuality which no man can take from him. To form this character, to give shape to this individuality, is largely the work of the conscience.

Conscience.

The absence or death of conscience is the death of every moral sense. Without a conscience a man knows no distinction between right and wrong. He is chained, a helpless captive, to the wheels of his mad impulses; blind, he is lead in rough paths by his passions; deaf, the celestial voice which approves or disapproves our acts has no means of access to his soul.

If conscience is thus inborn, how can we best nurture it; what are the conditions of its growth?

There is a strong sustaining power in the performance of duty. Conscience is the life of duty, it prompts to action, it impels while it supports. Just as the transfiguration of Christ was to his disciples a new revelation, so the performance of duty sometimes opens our eyes to the wondrous beauty of a higher life; the dull and somber raiment of earth is changed for the white and shining garments; white, "so as no fuller on earth can white them."

Conscience is best trained through habits of right-doing, and right-doing is not limited to those duties which we call moral. Every act which is required of the child must be performed with due regard to the motive and spirit of the action. The attempt must be not simply to enlighten conscience, but to so enlighten it as to deepen its hold upon the whole life of the child.

Every action has a moral side and involves a question of right and wrong. It is not enough that the lesson is learned or neglected, the given task performed or unperformed, the command obeyed or disobeyed, the words pure or impure, reverent or profane. Back of all and under all are motives; the spring of every virtue is a tender conscience.

Strengthen both conscience and will.

This caution is, in some instances, very needful. It is a species of cruelty to nurture a tender conscience in the child, and leave him with a weak and vacillating will to become the prey of his passions and afterward the victim of a bitter remorse. The will can be exercised only when one or two or more courses is to be chosen. In addition to nurturing the conscience we must bring to bear upon the child the power of duty and obligation; the force which there is in *must* and *ought*, in *thou shalt*

and *thou shalt not;* we must appeal to motives rather than to impulses; we must show him the results of actions if we would have him both know and choose right things. Against this cultivation, on the part of the teacher, of the child's moral sense by the nurture of conscience and the strengthening of the will, there is no law. The state should require it, the church should urge it, the community should demand it, because the absence of it threatens them all with a common peril. Neither is there any law which forbids the teacher to recognize the child as an accountable, immortal being.

Children who lack in conscience.

There are boys and girls, it is true, who are deficient in conscience, as there are those deficient in intellect. If we deal tenderly and patiently with one, so ought we to deal tenderly and patiently with the other. Very much depends upon the motives which are placed before such a child. It is in vain that we attempt to instil correct notions of God and his claims upon us as his children before we have aroused a sense of right and wrong in the mind. The first dawnings of conscience as an acknowledged power should be used to correct bad habits, for often that which we are accustomed to call inherited tendency to crime is only habit, born of vicious surroundings; by careful nurture it can be brought under the power of conscience.

Conditions favorable to growth of conscience.

What now are the conditions most favorable to the growth of conscience? In dealing with the child we often appeal to his fear of punishment, to his self-approbation, to many minor motives which are in themselves lawful and proper, but we do not often enough bring him face to face with the question, "Is it right?"

In the lower courts the child pettifogs with his lame excuses, pleads the law of circumstances and frequently baffles justice. We do not often enough appeal to that higher court wherein the silent, thoughtful judge strips the question of all sophistry, and in plain, unmistakable terms decides each question in its turn as right or wrong. The continual exercise of conscience is the surest condition of its growth.

If by the promptings of this inner moral sense we can place truth in such a light that the child sees and feels it to be more desirable than error, then the culture and development of conscience must be regarded as the foundation of moral instruction.

We are told that the design of education is to build character. But character is not something to be built and torn down and rebuilt at our pleasure. It is not like a suit of clothes to be put on to-day and put off to-morrow. Character is a thing of growth, not of creation. As every movement of the muscles adds strength to the limbs of the growing child, so every act which takes cognizance of duty, which offers to the child a choice between right and wrong gives tone and shape to the character. (See page 44.)

Character-building not the design of education.

It is not the relation of the child to politics, it is not how to develop his power to earn and hoard money, it is not an accumulation of dry facts—which may be as useful to a villain as to an honest man—that most nearly concern the child and his teacher. The relations of the child to himself as an accountable being; the inward consciousness that he is responsible for his actions and their results; the relations, above all others, which, commencing with himself as the center,

radiate through his words, his deeds, his motives, influencing all with whom he comes in contact—these are to his character what the warp and woof are to the texture of the cloth.

Right actions always spring from right-mindedness. If we can induce the child before he acts to think in reference to results of his actions he will seldom do wrong. Thus it is entirely proper that the child should be instructed in the department of morals, especially in those minor habits which constitute the conduct of every-day life. Still the practice of lecturing and preaching to the children should not be overdone.

An incident which happens in connection with the school may sometimes be utilized, and made the basis of a most effective talk. So the reading of some story, or some selection from a popular author, may be introduced as inculcating a healthy moral lesson. But more than this every exercise or recitation should have a bearing upon the moral side of the life which prevails in the schoolroom. Moral training in the school should lead directly to independence in moral actions. This cannot be accomplished unless we can develop in the child a conscience which becomes the ruler of his conduct.

This thought also must not be omitted. The example of the teacher is often the most powerful influence which can be brought to bear in moral instruction. Nowhere as here can the power of unconscious tuition be seen and felt. Children are natural imitators, so that the dress, the speech, the tones of voice, the manners of the teacher are apt to be reproduced in the plays and amusements of the children at recess and at home.

Force of example.

The conscientious teacher must have a care that in none of these things does he offend one of the little ones of his flock.

Wickersham says upon this point: "The teacher's example, his daily walk and conversation, has a powerful influence upon the young of whom he has the care. We all grow like our ideals. The ideal of a child is the teacher he loves. On his soul is stamped the teacher's image, and the impression deepens day by day. Silently, unconsciously to either party, the teacher's life settles down upon the child's life and moulds it in its own likeness. Without a spoken word the example of the true teacher is a continuous sermon, sinking into the young hearts about him and working marvelous results in forming character and shaping life.

"The great teachers of the world have not been its famous scholars, but those who by example, by word and deed, were able to influence for good the young of whom they had charge—those at whose magic touch all that is best in human nature is evolved and made ready to serve mankind and to honor God."

As a conclusion to this chapter: These three terms —the intellect, the sensibilities, the will — are commonly used in discussing the question of moral training. Through the intellect we apprehend or know, through the sensibilities we feel, through the will we determine action. Knowledge precedes the sensibilities, or feelings, as some authors designate them. Mark Hopkins says: "Without intellect there is no light, without feeling there is no motive, without motive there is no choice." Thus both intellect and sensibility are necessary to motive; motives rule the will and determine the action.

Conclusion.

It is well for the teacher to remember that there is sometimes a child with a normal intellect, but without any sense of fear, or love, or hatred, or reverence. The sensibilities seem to be wanting, and it is little less than a miracle to create or awaken them. Another with a feeble intellect has very keen sensibilities. Yet another is deficient in will, although the intellect and feelings are fairly active. Probably these exist, if only in an unconscious state, in the mind of every child excepting the natural idiot, and even in the case of the idiot it is marvelous what skillful training will sometimes do.

Dutton says in his *Social Phases of Education:* "To treat harshly a child who bears the marks of a low and ignorant or even criminal ancestry would partake of the Chinese method of administering justice. The greater the misfortune of the child the more heavily he is handicapped by the degradation and sins of the family to which he belongs, the greater his claim to that sympathetic discrimination and masterly treatment, and that redemptive love which alone can save him and lift him above the conditions which threaten to destroy his life."

You will see as a result of this discussion that developing the intellect is only a small part of your work. To cultivate the finer feelings of man's nature, so to stimulate the conscience that under its promptings the will must always make a right choice, this is the highest work you can do for the pupils in your school.

There is nothing more certain than that a man who lives the life of a hermit, cannot know Christ and the fullness of his errand. Moral instruction in our schools should fit the child for a life full of activity

and of every manly virtue. He cannot hope to escape from the evil that is in the world. The tares grow with the wheat, the perishable flourishes side by side with the imperishable. Only by painstaking, persistent culture of the conscience can the child be led to distinguish between that which at the last shall be gathered for the burning, and that which shall be garnered to fill the store-house of infinite existence.

To accomplish the ends aimed at in this chapter it is necessary that you teach

Out of the Abundance of the Heart.

Quotations Worth Reading

THE CULTIVATION OF MORALITY.

Moral training promotes intellectual advancement. This it does by giving a high and sustained energy, such as a sense of duty and moral principle can alone supply, by removing hindrances to progress, and by the questions which it offers for examination and careful judgment.

—*John Gill.*

Functions of moral sentiment: (1) It deals with voluntary human action—conduct. (2) It considers motive or intention. (3) Its judgment is really on character.

—*Selected*

It should not be claimed that there is no art or science of training up to virtue. Remember how absurd it would be to believe that even the most trifling employment has its rules and methods, and at the same time that the highest of all departments of human effort—virtue—can be mastered without instruction and practice.

—*Cicero.*

The home life and the school life of the child should prepare him for transition to freedom by effective training in self-control and self-guidance, and to this end the will must be disciplined by an increasing use of motives that quicken the sense of right and make the conscience regal in conduct.

—*Emerson E. White.*

RELIGION IN THE SCHOOL.

Has not all education this one purpose, that the pupil shall do consciously and with free self-decision what moral instruction impresses upon him, what in the beginning, however, he does

only by compulsion from parents or teachers, as well as from habit? Education should create a will which harmonizes with the insight determined by the moral ideas.

—Habit in Education.

From the preambles to the constitutions of three great states:

Iowa.—"We, the people of the State of Iowa, grateful to the Supreme Being for blessings hitherto enjoyed, and feeling our dependence on him for a continuation of those blessings, do ordain and establish a free and independent government."

Minnesota.—"We, the people of the State of Minnesota, grateful to God for our civil and religious liberty . . . do ordain and establish this constitution."

Wisconsin.—"We, the people of Wisconsin, grateful to Almighty God for our freedom, . . . do establish this constitution."

The cause of popular education never received a greater harm than in the promulgation of the idea that the teaching in our schools must be wholly secular. Whatever tenets distinguish the various sects, whatever is a matter of serious controversy in faith or doctrine, is rightfully excluded; but honor, honesty, justice, love, fear, reverence, purity, obedience, the claims of God, and right, and duty, may be taught, and infringe on no man's conscience.

—Iowa School Report.

MOTIVES.

The best motive which the circumstances will admit of is the one to which appeal should be made; and the lower ones should be so used as to lead gradually up to those of higher character. We must be content with small things at first; to get a child to act from principle at all, even of low character is a great point gained.

—Joseph Landon.

It is neither just nor wise to charge the worst motive of them all with more than its due share of influence. The worst motives may be pointed out to excite an inversion of them, and they should not be excused because an offender is able to point out some better associated motives, but after a clear analysis of all the motives it should be the endeavor to develop the feelings that will prevent such action and strengthen correct motives.

—Selected.

THE WILL.

The Training of the Will:

1. Training should follow the order of growth.
2. It should proceed through instruction and exercise.
3. It should demand good discipline.
4. It should demand the formation of good habits.
5. It should study disposition.
6. It should encourage self-education.

—Dexter and Garlick.

We mean by the Will that constituent of a man's being by which he is capable of free action, knowing himself to be thus capable; just as we mean by the Intellect, that constituent of his being by which he is capable of thought, knowing himself to be thus capable.

—*Mark Hopkins.*

The other and more pleasing aspect of the teacher's work in aiming at the foundation of character is the *encouragement of all good-dispositions*. The nourishment of the good is the surest way of repressing the evil.

—*Henry Calderwood.*

CONSCIENCE.

Conscience includes not only a susceptibility to feeling of a certain kind but a power or faculty of recognizing the presence of certain qualities in actions (rightness, justice, etc.), or of judging an act to have a certain moral character.

—*James Sully.*

A tender conscience of all things ought to be tenderly handled; for if you do not, you injure not only the conscience, but the whole moral frame and constitution is injured, recurring at times to remorse, and seeking refuge only in making the conscience callous.

—*Burke.*

Conscience is the light God has placed in every human breast to enable us to know right from wrong—a monitor that gives us peace and joy when we have done our duty, and fills us with sorrow and remorse when we have come short of its requirements.

—*J. P. Wickersham.*

EXAMPLE.

The teacher should be patient, full of hope, of a cheerful spirit, generous, a lover of children, full of benevolence, just, a lover of order, a reverencer of God and his laws, conscientious, firm, with a talent to command.

—*The School and the Schoolmaster.*

I look back to-night and count nearly a score of teachers on my fingers, and raise the question of their influence upon me. Just one crowds any or all of the others out, and that one was neither the handsomest nor the most learned among them. He was the only one, however, who seemed to live wholly in his pupils.

—*A. R. Taylor.*

The teacher by his example does teach for good or evil whether he will or not. Indifference will not excuse him, for when most indifferent he is not the less accountable.

—*David P. Page.*

A THOUGHT FOR SEVEN DAYS

To be honest, to be kind; to earn a little and to spend a little less; to make upon the whole a family happier for his presence; to renounce when that shall be necessary and not be embittered; to keep a few friends, but these without capitulation. Above all, on the same grim condition, to keep friends with himself; here is a task for all that a man has of fortitude and delicacy.

—*Robert Louis Stevenson.*

Questions for Examination

1. Name those virtues which the public school may rightly inculcate.
2. How far may instruction in morals be carried in the public schools?
3. What three terms are used in discussing the question of moral training? Discuss them.
4. How may motives be classified?
5. Define the will.
6. What is conscience?
7. How may conscience be trained?
8. Why is it necessary to develop the conscience of the child?
9. What is said of children who are deficient in conscience?
10. What is the design of education as concerns the character?

Suggestions Worth Thinking About

1. What can I do for the most careless child in my school?
2. What for the worst child?
3. How can I stimulate the idle to study?
4. What remedy can I devise to break up truancy?
5. The effect of my personal example.

CHAPTER VIII

HABITS

A Helping Hand

Then sow; for the hours are fleeting,
And the seed must fall to-day:
And care not what hands shall reap it,
Or if you shall have passed away
Before the waving cornfields
Shall gladden the sunny day.

—*Adelaide Anne Procter*

To you, teachers, has been given the most delicate work God has ever given to mortal man,—to train immortal mind to a destiny worthy of its Creator. You are to stand before God's angels, little children, and

"Ever, evermore, shall it be thine
To mark the growing meaning in their eyes,
And catch, with ever fresh surprise and joy,
Their dawning recognition of the world."

—*Jonathan Piper.*

George Macdonald uttered a most beautiful sentiment when he said: "The woman who takes into her heart her own children may be a very ordinary woman, but the woman who takes into her heart the children of others,—she is one of God's mothers."

THE formation of habits has such an important bearing upon the growth of character that I have deemed it worthy of a chapter by itself. Habit rules the life of everyone. We cannot conceive of such a thing as the existence of man without habits. The first and perhaps the greatest problem which confronts a teacher is how to form correct habits of action in the life of the child, and this problem is often intensified by the necessity of first breaking up those which are vicious. You must eradicate the evil before the good will flourish.

Habits and character.

Remember also that bad habits cannot be broken up until you present to the mind of the child some motive for the formation of better ones. (See page 130.)

To the question, "What is habit?" I give this answer: Habit is that manner of doing or living which characterizes the individuality of the man. What is the origin of habit? Sometimes it is part of man's heritage; sometimes habits are the fruit of unconscious tuition; sometimes they are formed through the influence of depraved motives, while the child is ignorant of the result; and sometimes they are the fruit of careful, judicious instruction and discipline.

Motives induce habits, and thus control the activities of body and mind. A change of habit can be induced only through a change of motives. (See page 131.)

But it is through education alone the influence of a superior upon an inferior that the child becomes enlightened enough to distinguish between worthy and unworthy motives, and free enough to renounce one habit and adopt another. This is true in manhood as in childhood and youth, but the man is himself both schoolmaster and pupil; thenceforth emancipated from his teachers his future depends upon whether he has a true conception of right, whether this conception is realized in himself, and whether he can subordinate both the conception and the realization to right lines of action.

The individuality of every man has two sides—the particular, which characterizes him as a unit, and the universal, through which he comes in contact with others of his race. His habits partake of this dualism; some of them as his speech, his walk, his laugh, are individual only; they are passive in their nature

and do not reach beyond his own experience. Others, as his habits of work, of obedience, of sympathy, of cheerfulness, are universal. They are active in their nature and affect all with whom he associates.

Habits are very largely the result of unconscious tuition during childhood and youth. No one can say that any knowledge is wasted, because no one can trace the lineage of his present thought and action back to its first cause. I do not know what made me what I am to-day, because my line of mental and moral action is the resultant of many influences and motives, no two of which run in parallel directions.

Power of unconscious thought.

> Think naught a trifle, though it small appears:
> Small sands the mountains, moments make the years,
> And trifles life.

And yet as I am conscious of my being so am I conscious that the truths which have the deepest root in my soul are those of earliest growth. The seed which matures before the early frosts was sown before the weeds sprang up, received the dews while yet the nights were longest and the sunshine while the skies were clearest and the days were brightest. The body grows weary with study, learning is treacherous, a hidden traitor lies between the covers of every book, but those lessons which we learned in youth, without conscious effort of the mind,—theirs is

> That friendship which first came and which shall last endure.

We do not make enough of the power of unconscious thought—of what German writers style "preconscious activity of mind." The thoughts of our silent hours—they enter without salutation, they walk by our side through the street, they sit with us through

our reveries by the evening fire, they are present in our dreams, they depart without farewells; life alone can give us power to read what they have written. (See page 67.)

We have no occasion then to teach the child to think; to him thought is as natural as his breath. We can, however, so place within his reach knowledge of facts, of actions and results, that through the unconscious activity of his mind, they become assimilated, imbedded into his being and are forever a part of his soul.

Moral and intellectual growth.

One thing more must be said in this connection; between the child's moral and intellectual growth there is a broad distinction. The child waxes strong intellectually by what he does for himself; his moral nature, especially in early childhood, is formed for him rather than by him. In later years it develops into a growth rather than a formation. Carpenter, in his *Mental Physiology*, speaks of the "moral atmosphere" in which the child lives, the breathing of which is as involuntary as is the action of the respiratory organs of his body. Intellectual force and moral force develop side by side, but each has its roots in different soil, and each is nourished through a different process.

If commenced at an early age with this end in view education can be so directed as to control and fashion habit, but habit once formed is very apt to resist, if not defy, education. Habit is characterized by persistency.

Personal habits.

There are certain personal habits which are the basis of all moral training. I use the word training in its strict sense, "to form by practice." Out of the many habits which the school should aid in forming I have selected:

(1) *Neatness.*—In this I include personal cleanliness. It can best be taught by example. If necessary to speak to a pupil about his personal appearance it should be done privately; never in the presence of others, so as to mortify the child. A neat, tidy appearance about the wardrobes and in the schoolroom is a very efficient aid in the management of pupils. Carelessness in this respect is little short of being criminal. Some one says, with much truth, that to teach the child to come to school with clean hands and face, to brush his teeth and black his shoes, is to put him in the way of leading a godly life. Not only is cleanliness next to goldliness, but in many cases there can be no godliness without cleanliness.

(2) *Order.*—I do not mean discipline, but having a place for everything and everything in its place. This is one of the most useful habits which you can help the child to form. If he becomes a business man it will save him much time and vexation of spirit.

In the early days a conductor of the teacher's institute was accustomed to number each hook or nail in the wardrobe and to give a corresponding number to every teacher. Then he directed each teacher to hang hats and wraps on the hook corresponding in number to the one he held. He sent the monitor out after the exercises commenced, and if any clothing was found out of place the owner was brought to account. When asked why he did this he answered: "I consider this as useful a lesson as anything they learn at the institute."

(3) *Regularity*, including *Punctuality*.—Tardiness and irregularity of attendance are most prevalent in small towns and in country districts. It is difficult to break these habits up because parents do not stop to consider

how injurious they are to the future welfare of the child. Make the children understand that no business man will tolerate about his establishment a clerk who is habitually late. There is one rule which I commend to you, given to me by an old teacher: "I do not fail to inquire, personally if possible, into every case of absence and tardiness as soon as I can after it occurs. By this means I manage to impress upon parents and pupils the idea that I am continually concerned in the attendance at school." The best remedy for irregularity which I can devise is to make everything about the school as cheerful and attractive as possible. Let the children learn by heart this saying of Horace Mann's: "*Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.*" Children generally are not impressed with the value of time or the consequence of lost opportunities.

You may, however, be too strenuous upon this point. Irregularity and tardiness must not be reckoned as a crime or placed in the same class with falsehood, theft or swearing. A certain amount of irregularity is excusable, and sometimes perfect attendance is attained at too great a sacrifice of more important matters. A teacher who had worked up great enthusiasm in this matter once confessed to me: "I have overdone this matter. If a child comes in late the other pupils are ready to point their fingers at him. If he should tell me a lie they would think nothing of that." She also added: "When I have called the roll and it is evident that everyone is here they settle back in their seats, as much as to say, 'We have done our duty, you must do the rest of the work.'" When

you can rid the school of all inexcusable irregularity, that is sufficient.

(4) *Obedience.*—It may not have occurred to you that obedience or disobedience is a habit with most children. Some of the children come from homes where such a thing as disobedience is never thought of, others from homes in which disobedience is the rule, and obedience the exception. Great allowances are to be made, and progress in the right direction will be slow, but by some means obedience must be exacted from every pupil. A director once said to a teacher who had just signed his contract, "You will find us all ready to sustain your authority, but when you find that you cannot govern the school come to us and resign. We will cancel the contract, but this community cannot afford to tolerate a disobedient school."

To allow disobedience is the surest road to making the child unhappy. If you would have children love and respect you insist upon prompt, cheerful obedience. If you find it necessary to say to a child, "You must do that," or "You must not do so," then you lower your authority unless you see to it that he obeys. For this reason it is better sometimes to put your commands in the form of suggestions and leave much to the discretion of the child. This is a stronger foundation upon which to build a permanent habit of obedience, and that is what we really desire to do. I grant that obedience must sometimes be enforced, and that disobedience must be punished. But the child who obeys simply because the teacher or the parent is stronger than he, is not forming that habit of obedience which will make of him a "law-abiding citizen." An old writer says: "Try to make obedience honorable,

and disobedience dishonorable, and thus lift your school into the atmosphere of right actions."

(5) *Civility.*—The teacher who would win civility from the pupils must himself be civil. Civility is in the spirit of the act. Do not be too ready to take offense at rudeness or boorishness. Perhaps the child does not know any better, and by acting out his nature gives you an opportunity to inculcate better manners. In this respect our schools are deficient. It is very different in the schools of the old world. There children are taught to respect those who are older or who are placed over them as rulers or teachers.

Civility includes politeness to others; it is the opposite of rudeness which children should be taught to shun. It includes good behavior on the street and in public places. It is an acquisition to be able to sit erect and quietly while making or receiving calls in the parlor. In fact civility is the fine art which marks the real lady or the perfect gentleman.

In going from one school to another, I overtook a little Norwegian boy with a large bundle of clothes on his head. He evidently had been in the country but a few weeks. I told him to jump in and I would carry him. At a certain corner he said, "I gets out here." After he had taken out his bundle he took off his cap and with a very graceful bow he said, "You are very much obliged to me, sir, for this ride." The action was the purest civility I ever saw.

There are additional habits, moral in their nature, which it is your duty to foster in the child. Among them are temperance, purity, reverence, self-control, respect for the rights of others. Then there also are intellectual habits, as attention, concentration, study, application, diligence, industry. Bear in mind that

every child comes to you confirmed in these habits or in their opposites, and that the only way to eradicate a bad habit is to introduce some motive as an incentive for forming a better one. Bear also in mind continually that you cannot inculcate in a child a habit which you yourself do not constantly exercise. An English writer says: "A child more readily attempts what he sees done than obeys a command addressed to it in words." (See page 20.)

The habit of seeing things.

I cannot better illustrate what I want to say than by asking you to read carefully the following: If you are to attempt anything in the way of Nature Studies, the basis of which is observation in your school, as I hope you will, keep in mind the following directions:

(a) Choose your subjects with reference to awakening an interest and imparting information. Some authors will tell you that to impart information is not one of the objects to be sought in Nature Study. If that be true then Nature Study has no place in the school curriculum.

(b) Connect lessons so as to form a series, each lesson depending upon the others. This gives an opportunity for review and restatement of facts and principles.

(c) Make thorough and exhaustive preparation on your own part. A more careful preparation is demanded of the primary teacher than of one in the higher grades.

(d) On the one hand avoid sameness, deadness, routine, ruts; on the other hand avoid scatteration, aimlessness and a wasteful use of words.

Nature Study embraces all things pertaining to the laws of the natural world. In *Waymarks for Teachers*

the author says: "The immediate ends in view in the nature lesson are observation, knowledge, expression and enjoyment." Among the many points to be emphasized in Nature Study, I commend the following, written by Margaret W. Morley:

"There is nothing in nature more delightful than the mutual helpfulness of plants and insects, and the helpfulness of the different parts of plants to each other. Help the young people to feel this mutual helpfulness and to know that it is as true and as important as the mutual 'struggle for existence' about which so much has been written of late. In fact so much stress has been laid upon the struggle that many people as a result of their scientific study have come to hold the untrue and depressing view that all life is a carnage. This is but half the truth, there is another side to life, and that is the side of mutual helpfulness."

Nature Study also should be made to have a strong bearing upon the ethical training of the child. He should be taught in school to care for the domesticated animals about the home, to love and protect the birds that frequent the orchard and garden, the songsters of the wood, and the squirrels that make their nests in hollow trees or in the stone wall by the wayside. Sometimes the boy whom you call "bad" has the most intimate acquaintance with Dame Nature and the denizens of her secret haunts. Possibly the key which unlocks the dull intellect of the "stupid child" may be found in the keen delight which he manifests in telling you of the marvelous cunning and ingenuity of beasts and birds which he has discovered while wandering in the woods or fishing in the streams of the neighborhood.

Nature Study and ethical training.

Take into the schoolroom with you as much as pos-

sible of the light and freshness of out-door life. Be patient with the boys and girls if at the beginning of the year they are a little restless under the restraint of school. If they seem to forget some things which they have studied in the books, see if they have not learned other things during their rambles in the fields and woods which they will always remember. Nature is a skillful teacher, and her books are wonderfully illustrated. She keeps a summer school, and counts her pupils by the thousands. To despise her teachings is to despise also the little ones whom she has taught.

Do not overlook the necessity of cultivating in children the importance of seeing things as they go along through life. A gentleman of liberal education was one day visiting a farmer. He took occasion to question the son, a lad of fourteen, in some of the common branches and expressed his astonishment at the boy's want of knowledge. A day or two afterwards they were riding along a country road and the boy commented upon the crops as they rode by the fields. "That corn won't pay for gathering. The man did not know how to cultivate it." "Hold on here; that is a fine piece of corn. It beats anything I have seen." Then he handed the reins to the gentleman, jumped over the fence and disappeared. Pretty soon he came back. "That is a great field. I'll bet it will go seventy-five bushels to the acre." "Why," said the gentleman, "you do know something after all." The boy replied without any impudence in his tones, "Yes, and you would know as much as I do if you would keep your eyes open."

Patriotism is an emotion, a feeling which prompts to action whenever the welfare of the community in which we dwell is concerned. Some one says very truly:

"Just as all duty in the eyes of the believers is duty towards God, so to one who loves his country all duty becomes a duty to it." There is as much patriotism in endeavoring to elect a competent man to the office of school director as in choosing the president of the United States. The man who lays aside all business for the time in order that he may go to the polls to vote is a patriot, just as much as he who shoulders his gun and goes out to face the enemies of his country's flag.

Patriotism.

It is right that children should be taught to salute the flag, to reverence our great names in history, and to be proud of our heroes, both the living and the dead. But they should be brought to see that obedience at home and in school leads them to become law-abiding citizens; that idleness in childhood is the beginning of thriftlessness in manhood; that criminal life in the world originates in a disregard in youth of the rights of others. In a word, true patriotism can best be taught by a personal appeal to those qualities which ought to characterize American citizenship.

It makes but little difference to the school whether alcohol, in a technical sense, is classed by scientists as a poison or a food. As teachers we are not called upon to determine the question. The ends which we hope to reach through temperance instruction are to inoculate the mind of the child with true ideas of the effects of alcohol, tobacco and narcotics, upon the physical frame, and to convince him that total abstinence is the only path of safety if he desires success in the business of life. By continuing this instruction from year to year we may hope to shape such habits of abstinence as will render him secure against those temptations which are leading

The habit of temperance.

so many American youths to destruction. It is everything to implant right ideas, to establish right habits of moral action early in life. It is of equal importance to guard the child against the introduction of wrong ideas and the adoption of wrong rules of conduct.

In its persistency error has a seeming advantage over truth. As with the camel and the Arab, let a false idea of right, or duty, or manhood once fairly insert its head, with the owner's permission, and it will not rest until it possesses the whole tent. I believe that the teacher who does not inculcate the doctrine of total abstinence as the only path of safety falls far short of his duty.

Again, the enormous evils which these habits inflict upon individuals are multiplied many-fold because of the relations which men bear to their families and to those with whom they have business interests. The evils thus produced invade every station in life and affect all classes of men.

The electric chain of suffering, as of pleasure, touches every point. All nature has a common language. Speech and thought are not confined to animate things.

> The palm-tree dreameth of the pine,
> The pine-tree of the palm.

Through the effects of these habits broad acres have remained unproductive, and mines undeveloped; ships, precious with freight of life and wealth, have gone down in mid-ocean, and vast enterprises have miscarried; houses have been burned, and the most revolting crimes have been committed. Because of their influence men, fitted by nature,

> To sway senates with a statesman's soul,
> Or look on armies with a leader's eye,

have fallen like the "Son of the Morning"; and the poet, most gifted of the children of God, has forfeited his high estate;

> And his soul from out that shadow that lies floating on the floor,
> Shall be lifted nevermore.

Emphasize the fact in all your teaching that the work of the world is to be done by sober men. The large railroad corporations have stringent rules forbidding their employes to use intoxicants in any form or even to be known as visiting places where these are sold. Other corporations are equally careful to fill important places of trust or responsibility with men whose habits are strictly temperate. These and other facts of a similar nature brought to the notice of an ambitious boy will make a lasting impression and will strengthen him in his determination to avoid the use of intoxicating liquors.

World's work done by sober men.

But zeal in instruction must be thoroughly tempered with knowledge or it will prove a sword without a hilt. It is for this reason that the instruction should be made a matter of careful study.

In some districts a few injudicious words would raise a tempest of opposition that would nullify all the efforts of the teacher. In others an unguarded or rash statement would bring the whole matter into ridicule. The daily preparation for this instruction in temperance hygiene will draw upon the teacher's resources and knowledge as no other subject can.

As paths exist in which the blind have no sight to walk, so there are matters concerning life and death in which the ignorant have no right to instruct.

So also concerning the spirit of this special instruction I desire to say this: Pains must be taken to insure

for the truth an impartial hearing. The teacher must confine himself to simple statements of undisputed facts. Such illustrations may be given as will deepen the impression upon the mind. But the instruction must in no sense take the form of a temperance lecture. Many children come from homes in which much that might be said would at once be made a personal matter. Not one of these little ones should be offended by this instruction. It is bad enough to be a drunkard's child without having it brought to the notice of the school.

The spirit of instruction.

The evils which arise from the use of tobacco call for special action on the part of the teacher. Many boards make a regulation that tobacco in every form must be excluded from the school and school grounds. Such a rule is reasonable and you should see that it is rigorously enforced. But the tobacco habit cannot be broken up by suspension, expulsion or whipping. Bring these points to the notice of the boys: (1) It is expensive; (2) It is injurious to the development of the growing boy; (3) Figures show that those who use tobacco very seldom rank high in scholarship at college or university; (4) No athlete training for a contest is allowed to use either intoxicating liquor or tobacco; (5) It is an uncleanly habit and renders the person addicted to it an unpleasant companion in society, especially of ladies. Try the power of persuasion, argument and example, and never despair of success as long as the boys are under your care.

The tobacco habit.

We must not fail, however, to invoke the most potent of all influences—that of example. "Thou therefore that teachest another, teachest thou not thyself?" "Thou that preachest another man should not

steal, dost thou steal?" "Wherefore if meat make my brother to stumble, I will eat no flesh forevermore, that I make not my brother to stumble."

The man who wrote these words was one in whom

> Persuasion and belief
> Had ripened into faith, and faith become
> A passionate intuition.

Go into the streets at nightfall and notice the boys who are loitering about the corners with cigars in their mouths; note in your schoolrooms the number whose clothing is saturated with the perfume of smoke, or whose pockets are filled with tobacco which they are too willing to distribute among their mates. And then before you tell them that tobacco unstrings the nerves, deadens the brain, stunts the growth, weakens the muscles, aggravates and often causes diseases of the heart, ask yourself this question in the watches of the night when men's thoughts turn inward: "Is it true that there is not enough of the grace of humanity, of the strength of Christian manhood within me to give up this habit for the sake of these boys with whom my duty brings me in daily contact?"

The following very simple classification of habits may be found useful as an aid to memory:

Summary.

Under the head of Training we may include the personal habits—cleanliness, order, regularity, obedience, civility. These include what is usually called discipline, and form the basis of moral training. A neglect of any one of these impairs the usefulness of the school.

Under the head of Instruction we may place these moral habits—truthfulness, reverence, purity, industry, self-respect. Education includes these mental habits—silence, observation, concentration of thought,

acquirement of knowledge, reproduction of knowledge.

It is first a little thread, then a string, then a cord, then a rope, and last a strong cable; such is the formation of a habit. There is need that in breaking up a bad habit in the child, the teacher should be ready to lend

A Helping Hand.

Quotations Worth Reading

HABITS.

As without instinct the infant could not live to become a man, so without habit man would remain an infant through life, and would be as helpless, as unhandy, as speechless, and as much a child in understanding at three-score as at three.

—*Reid.*

If the period of habit-making has been passed wisely in the home the period of will-training will present fewer difficulties. I cannot emphasize too much in the matter of will-training the advantages of the country home. The *good* will is there more easily fostered because the boy is from the start an active member of the firm.

—*William Byron Forbush.*

Habit is the tendency to assume or to be what has once been, and is consequently one of the most powerful agencies in education.

—*Gill.*

Not a leaf waves in the wind, not a drop of dew comes sparkling out of nothing to gem the bladed grass with orbs of light, without telling something to those fitted to receive it.

—*Thring.*

In brief, a habit is established by repeatedly performing an act, and it is destroyed by refraining from the performance of the act. In no other way can a habit be established and in no other way can a habit that has been formed be removed. Simply to refrain from action may not be sufficient for a life, but whatever else is done nothing will break down a habit but refraining from the action which has become habitual.

—*Smith.*

Moral education is a training in habits, and not an inculcation of mere theoretical views.

—*William T. Harris.*

THE HABIT OF SEEING THINGS.

Questioning is not, therefore, merely one of the modes of teaching, it is the whole of teaching; it is the excitation of the self-activities to their work of discovering truth, learning facts, knowing the unknown. Nature always teaches thus. But it is necessary that every question shall be in the interrogative form. The strongest and clearest affirmation may have all the effect of the sharpest interrogation if the mind be sufficiently aroused to so receive it. An explanation may be so given as to raise new questions while it answers old ones.

—John M. Gregory.

Pupils can learn to read by reading about real things which are in close touch with their daily lives, and which they wish to remember, as well as by reading about remote, fictitious things which they cannot and do not care to remember. First-hand knowledge should be learned before any other.

—Hiram H. Shepard.

PATRIOTISM.

The study of literature again has its value as a training in patriotism of the honorable and reputable kind as we shall see by inspiring a rational love of country through a respect for its great past and for great common possessions.

—P. A. Barnett.

There is no such inculcation of patriotism among our children as among the children of some other lands. If I had my way I would hang the flag in every schoolroom, and I would spend an occasional hour in singing our best patriotic songs, in declaiming the masterpieces of our national oratory and in rehearsing the proud story of our national life. I would attempt to impress upon all the supreme value of their inheritance, and the sacred duty of transmitting it untarnished and unimpaired, but rather broadened and strengthened to the millions who will follow after.

—Andrew S. Draper.

Really patriotism in a democracy is something altogether apart from war and the memories and rumors of wars, and in America it is something imaginably apart from gunpowder and the army, and Fourth of Julys and Memorial Days. This fact the public school should teach and compass.

—Rabbi Charles Fleischer.

TEMPERANCE HABITS.

It is a significant fact that men training for athletic contests (no matter what their ordinary habits or principles) let alcoholic drinks alone. One of the famous pugilists said: "I'm no teetotaler, but when I have business on hand there's nothing like water and dumb-bells."

—Colton.

"The State Demands the Moral Education of the People as the Safeguard of Order, Liberty and Progress."

—Motto of Boston's Public Library.

Such a young man reverences the divine skill and wisdom by which his physical frame has been so fearfully and wonderfully made, and he keeps it pure and clean as a fit temple for the living God. For every indulgence of appetite that would enervate the body or dull the keen sense or cloud the luminous brain, he has a "Get thee behind me!" so stern and deep that the balked Satans of temptation slink from behind him in shame and despair.

—Horace Mann.

Look not thou upon the wine, when it is red; when it giveth his color in the cup; when it moveth itself aright. At the last it biteth like a serpent and stingeth like an adder.

—Prov. xxiii: 31, 32.

THE TOBACCO HABIT.

Here is something that may be used as a first-class memory gem. Write it in large letters on your board and then ask the children what they think about it:

"I am not much of a mathematician," said the cigarette, "but I can add to a man's nervous troubles; I can subtract from his physical energy; I can multiply his aches and pains; I can divide his mental powers; I can take interest from his work and discount his chances of success."

At any rate I hope the time is coming when the good taste of teachers and a regard for personal neatness and the comfort of others shall present motives sufficiently strong to induce them to break away from a practice at once so unreasonable and so disgusting—the use of tobacco.

—Page.

The cigarette has been found to be even more harmful than the other forms of smoking. It not only becomes a habit that it is hard to abandon, but the very failure which so many make in their efforts to quit its use shows too plainly that it undermines the power of self-control, and so is a weakening of that vigor of trained will, of that mastery of self, which is a part of the physical as well as of the intellectual welfare and prowess of manhood.

—Selected.

Many boys seem to think it is manly; they wish to do as others do. It is not manly to imitate any one. Do nothing simply because some one else does it. To do this is to be a slave to be led. And one bad feature of the tobacco habit is that one makes himself a slave to the weed.

—Colton.

Questions for Examination

1. What is habit?
2. Name five personal habits.
3. What do you understand by the term Nature Study?
4. What are the ends in view in this branch?
5. Define patriotism.
6. How is it best taught?
7. What ends are to be kept in mind in temperance instruction?
8. What is said as to enforcing obedience?
9. What is said of the power of example in the formation of habits?
10. Why should you cultivate in children the power of observation?

Suggestions Worth Thinking About

1. Who was Emerson E. White?
2. What habits have I of which I should like to be rid?
3. In what book do you find the expression, "Gather up the fragments that nothing be lost"?
4. Do you know whether your boys smoke cigarettes?
5. Where do the boys in your school spend their evenings?

CHAPTER IX

SCHOOL GOVERNMENT

In the King's Name

We must be as courteous to a child as to a picture; give it the advantage of the best light.

—Oliver Wendell Holmes.

School government is that ordering of the affairs of the school which is necessary to the attainment of its proper ends.

—Henry Calderwood.

Brain-spinners, who have never taught a child, might just as well go to bed and dream and publish their dreams, as prescribe what should be taught, and how, in total ignorance of the problems to be solved in teaching a child.

—Edward Thring.

From simply commanding he should proceed to explain the reasons of his commands; from these again to the expression of desires and the manifestations of a generous confidence, and from these to the frequent option and discretion of the child, preparatory to the moment of giving him entirely into his own hands.

—William T. Harris.

TO govern the school wisely is mainly to direct the activities of the children into right channels; to restrain evil tendencies, and to encourage all which is good; to implant right motives, and in a word to form rather than to reform. It is preventive rather than curative. With this point in view government becomes only a means to accomplish certain ends in the growth of character.

Government.

It is true that there must be in the school rules and regulations which every pupil must observe, as in the family and the state there are laws and customs to which every good citizen submits. It is a great mistake to abrogate all authority over children. "Thou shalt" and "thou shalt not" is part of God's plan from

which there is no escape. We shall fail in our purpose to make a good citizen of the child if he is left free to accept or reject as he pleases whatever truth or error presents itself to him, without regard to the advice or counsel of those in authority over him.

The ends of school government are twofold: First, the establishment and maintenance of order in and about the school so that its affairs may be carried on with as little friction and disturbance as possible; second, the enabling of the child to form for himself such habits of self-control, such command over his passions, emotions and feelings that he may be prepared to meet the temptations, the labors and the trials of mature years. The first of these points we shall discuss under the head of *authority*, and the second under that of *influence*.

Authority.

Every one who attempts to control or direct the actions of another should be able to point out the source and extent of his power. He should also thoroughly comprehend its limitations so that he may not, through his assumption of power, bring his authority into disrepute and contempt. There can be no greater mistake made in school government than for a teacher to keep his authority too prominently before the school. Such a course stirs up the worst emotions of pride and self-will, and tends directly to incite rebellion against all restrictions.

The source of authority is in the law which singles the teacher out as one fitted to instruct children and youth, and places him in the schoolroom with that power to command and to to compel obedience, which it confers upon no other person except the parent or guardian. To this extent only, and because the education of the child, in which the state has a vital

interest, cannot proceed without it; the law recognizes the authority of the teacher as equal with that of the parent for all school purposes.

With the regular routine of the school the parent may not interfere. The daily program, the length of recitations, the methods of instruction adopted, the general order are to be such as accord with the best judgment of the teacher. This must of necessity be so inasmuch as it would be impossible to consult the wishes and opinions of every parent in the district. *Teacher and parent.*

If lessons are unreasonable in length, if rules and restrictions are such as to impose unnecessary restraint upon the child, if punishments are too severe, the parents have their remedy through an appeal to the school authorities of the district or city. If they wish to advise with the teacher they should be met halfway and listened to with respect.

The law does not suppose that the parent surrenders to the teacher all right to direct the education of the child, or that he loses his interest in the child's progress and welfare when he sends him to school. Only he may not dictate to the teacher or compel him to act contrary to his own reason and judgment. Neither may he intrude his complaints, or interrupt the daily exercises of the schoolroom, although he should always be a welcome visitor.

The best results are obtained when the authority of the school and the home supplement each other and work along the same lines in exacting obedience to, and compliance with, reasonable rules. This is the point at which some teachers fail in school government. When once you gain the confidence of the people of your district in your manner of exercising

authority you have gained everything, when you lose it you have lost everything. (See page 11.)

Do not then parade your authority continually before the school or the public. Rather keep it in reserve as something to be appealed to only when occasion requires it. Its exercise should be for the good of the individual, sometimes for the good of the school as a whole; never for the gratification of the teacher. This from Bain's *Science of Education* is exactly to the point: "It is understood that authority with all its appurtenances exists for the benefit of the governed, and not as a perquisite of the governor."

The aims of authority.

There must be some source of authority in every school as there is in every community. But authority maintained by means of fear is heartless if not cruel, and falls short of its high purpose. Punishment may at times be necessary, but to resort to it frequently weakens the government of the school.

The result of authority, however, must be obedience, and obedience must be prompt, cheerful and hearty. Obedience which is compulsory is better than disobedience, but that obedience to rules and regulations which comes from a sense of right and a desire to do right is the kind which we should seek to develop in the child.

Idleness is the prolific source of disorder. Good government in the school is based upon this truth. Give the child constant employment, awaken his interest in his books, stimulate his ambition to learn and to do and he seldom if ever is a source of disturbance.

A quiet, unobtrusive and persistent exercise of authority should be marked by the following characteristics:

(1) Firmness without obstinacy. We are often told, very truly, that the teacher should not be strict one day and lenient the next, that the law should know no holidays, but should be imposed at all times alike. Nevertheless the wise teacher knows when discipline may be relaxed a little, when some indulgences may be granted, when authority may smooth its wrinkled brow and lay off the austere garb with which the law has clothed it. *Characteristics of authority.*

(2) Impartiality, yet regard to the personality of each child. What is a severe reprimand to one child is not adequate to correct the same fault in another. What is a reasonable punishment for a fault in one child may be altogether too severe for the same fault in another.

The impartiality must consist in the motive which prompts the teacher. It is a difficult thing to make pupils understand why you discriminate in the treatment of different children. This led, in the old time school, to the custom of reading upon the opening day a set of rules intended to cover all cases and affixing to each a definite punishment. Thus, as a result, the teacher often found himself perplexed as to what to do, and sometimes, in order to be consistent, punished when it did more harm than good.

Do not make many rules until you find them necessary. The absence of rules is not the absence of law. Your wish should be regarded by your pupils as law to them for the time being.

It is sometimes best to say, "I think I shall have to forbid that hereafter," but in such cases the children can easily be made to see the reason of your action. When you find it requisite to take such a step be *def-*

inite in your requirements. The children in a certain village school were accustomed during the winter term to spend the recess in coasting down two successive hills. The teacher said to them one day when they were late in coming in from recess, "After this please confine your sliding to one hill." They were late again at the next recess, and when asked for the reason answered, "You didn't say which hill, and so we chose the one down by the store because that is the longest."

(3) To be just to each and every one requires much thought and consideration on the part of the teacher.

Justice.

You will be confronted at times by these two questions: What is best for this child, and what is best considering its effect upon the entire school? You will frequently find that you cannot decide one of these questions independently of the other. Exact and even-handed justice in dealing with children must always be tempered with sympathy and mercy. A fault repented of should be forgotten, and every attempt to do better should be encouraged. To lend a helping hand or to speak an encouraging word to the erring child is often an act of the highest justice.

And here let me add one other thought. Praise and censure should be bestowed with regard to justice.

Praise and censure.

It is not what the pupil has accomplished that deserves praise, but what he has tried to accomplish. Not what he has failed to do, but what he has neglected to attempt deserves censure. Effort, not success, should determine the measure of reward.

The teacher who is not alive to this point is in danger of committing some grievous mistakes. "Whosoever offendeth one of these little ones" is in danger of punishment. Scan closely the motives which seem

to prompt the child who fails to meet your requirements. Are you careful to hold up the best motives before the children? Fear of punishment is no worse as a motive than undue love of self. Sometimes a whipping works less injury than flattering, coaxing or undeserved praise. The pleasure which comes from well doing and the approval of conscience are the highest motives and should be constantly in the mind of the pupil. How can I cultivate these two germs so that they may become permanent factors in life? This is the great question which confronts the teacher in school government.

Cheerful obedience, respect for law and order, a hearty acquiescence in whatever is for the good of the entire number, are characteristics of a school which is well governed. The healthy atmosphere in which the children delight to dwell is not the product of brute force, but rather of the "combined reign of mercy, love and justice." There must be subjection on the part of pupils to the teacher's authority — authority which must never be questioned. This lays the foundation for subjection to law in after life. But authority must commend itself to the children as reasonable, and having no other end than their good.

Reason, the foundation.

Authority, if rightly understood, requires that justice should be based upon reason. There is no room for impulse or passion. Do not be in haste to threaten punishment or to promise favors. Let conditions and circumstances decide what is best when the time for action is at hand. Justice exacts that you keep yourself free to do as your judgment prompts you. Justice exacts also that you make a plain distinction between a fault and a moral offense.

I have seen schools in which a tardy mark or a case of absence called forth more severe reprimand than a lie or an oath. The scholar who came in late had the finger of scorn pointed at him by his mates, but the one who told a lie and was corrected for it was pitied, not because he told the lie but because he was detected and punished. The unthinking teacher has committed many crimes in the name of justice.

Children have a very keen sense of justice. Their hearts have not been hardened by contact with the rough world. When right intentions are met by a rude rebuff, and little misdeeds which have no evil purpose are magnified into crimes and punished as such, the child loses confidence not only in the justice of his teacher, but what is worse, in his own ability to do better. "I have tried my best to please her to-day, and I won't try any more," was the report made to her mother by a little girl who came home from her school one night in disgrace. An encouraging word, an approving smile, would have given her an uplift when she needed it most.

Necessity of law and authority.

A school journal of recent date in an editorial says that "thou shalt" and "thou shalt not" never made either children or men better; that on the contrary, it has made multitudes of them worse. Then why did God put these words in the decalogue? We say reverently: "Is it possible that He did not have the light of some of our modern philosophers, and hence did not realize when He wrote on the tablets of stone 'thou shalt' and 'thou shalt not,' that He was thereby making multitudes of men worse?" Sincerely we believe that our American schools are receiving a great detriment by this kind of talk among teachers.

We may philosophize in a fine way about making the child independent, free, self-governing, but we cannot lift him above the restraints of law and authority. Is that a poor kind of school or family government which does not do more than this for the child? We cannot banish desire or remove temptation. It is a most excellent government which, as a result, brings the child up to that point where he has a hearty respect for authority, human and divine. We are told that authority is only an expedient, a means to an end. But authority rests upon law, and back of law is power.

A fundamental principle of all government, and necessary to its existence, holds that there is somewhere a source from which emanates the ability and the right to reward good and punish evil. This principle must be recognized in the child's education. The will, that faculty through which freedom of choice is exercised, should be persistently strengthened and cultivated. But the moment we free the child or the man from all fear of consequences, from those considerations of duty which rest upon "must" and "ought," upon "shall" and "shall not," we leave him to become a prey to his evil passions.

Confidence in the integrity and intention of the pupil is not inconsistent with the proper exercise of authority. No teacher ever exercised his authority when necessary more vigorously than Dr. Arnold, the famous master of Rugby, and yet no man was ever more heartily respected and loved by his pupils than he. Never say to a child, "I have no confidence in you," unless you desire to lose your influence over him. The day the child discovers that you consider him a liar,

Confidence not inconsistent with authority.

or a thief, or the author of all the mischief in the school—in a word, when he discovers that he is under suspicion at all times and on all occasions—the sooner he is out of school the better. It is a question whether he is not receiving from the teacher more injury than his own presence can inflict upon the school. I have seen such instances many times, and my heart has gone out in pity to the child because the teacher in his wrath and vexation left him no place for repentance.

Prevention.

The only other element to be considered in this connection is prevention. The evil habits which sometimes defy all authority are of slow but continuous growth. They creep in unnoticed and make their presence known at most unexpected times. There is always room in the government of the school for "the ounce of prevention." It is a competent reason to assign for any course: "I am fearful my pupils may acquire bad habits and I am anxious if possible to prevent it." Here is an opportunity for the rightful exercise of your authority. To form is far easier than to reform, but it requires much thought and study on the part of the teacher.

Be sure that your eyes are always open to see, and your ears to hear; that your senses are on the alert so that you may forestall the evil and prevent it before it obtains a lodgment in your school. Richmond, in his late book, *The Mind of a Child*, says: "There is no easier method of education than that practiced by so many educators of the young, the method of letting a tendency develop into a fault and then punishing the fault; this is far more comfortable to ourselves than taking the trouble to turn and train the tendency in

its earliest stages. Punishment is an easy form of discipline, and we punish recklessly, bolstering up our consciences with the reflection that the fault must be eradicated, never stopping for one moment to inquire who is to blame for the fact that the fault has developed in the child at all."

The discipline of the school falls naturally under two heads: *arrangement* and *management.*

The natural and efficient arrangement of the exercises of the school is the key to government and discipline. It should be as simple and with as little machinery in sight as possible. Rules and regulations should be made as occasion requires, and then only such as are necessary for the good of the school. *Arrangement.*

The following are the characteristics of skillful arrangement: It should be simple, definite, systematic, practical.

Under this head we name methods of seating the pupils, of calling and dismissing classes, the details of the daily program, etc. The latter—the daily program of work and study—must be carefully planned. For the first week make it provisional, and then change it as circumstances seem to require. Do not make many changes during the term, but occasions will arise when it may seem best to the teacher to change its order for a time or to remodel it altogether. The program should always be elastic rather than too rigid.

In making the program a few general principles should be observed. (1) Regard should be had to the number of pupils, advancement, etc. (2) Care should be taken in assigning the number of minutes to be given to a class. (3) It may be possible to alternate some recitations; thus, history may be alternated with geog-

raphy so as to give each subject five recitations in two weeks. (4) It is advisable whenever possible that a study period should follow recitation. (5) In arranging the program due regard should be had to the age of pupils. The recitation periods should be shorter in the primary than in the grammar rooms; in a mixed school they should be shorter for the younger children than for the older. (See page 82.)

To be successful, management must be prompt, firm, earnest, impartial, genial, quiet.

Management.

The management of the school requires both tact and skill on the part of the teacher. Tact, especially in dealing with parents and pupils, involves a large amount of common sense. Parents do not always see the faults of their children as you see them. Yet it is necessary to have the confidence and good will of parents if you expect to preserve the highest discipline in the school.

The management should also be firm and unvarying. There must be the same spirit and the same requirements every day of the term. That which is treated as an offense to-day must be an offense if committed to-morrow.

Most teachers fail in these two points. They are the key to good government. Some one says: "School government consists in putting things in order and in keeping them in order." The first is arrangement, the second is management.

Influence.

Under the head of *influence* I wish to consider those things which aid the teacher in maintaining order and discipline with little, if any, show of authority. The first of these is the public opinion of the school. Some one once asked John D. Philbrick, "How do you manage these boys so easily? There

seems to be perfect order and yet little restraint." The answer was very brief, "By public opinion." In further explanation he added, "It is disreputable in this school for a boy to be disorderly or disobedient, and when one tries it is not necessary for me to punish him. His mates attend to that; he can have no standing among them until he makes amends for his wrongdoing."

A careful observance of the points already suggested in this lesson will naturally create among the pupils a public opinion on the side of good government. When that is the case then the teacher is left free to devote all his energy and strength to the duties of instruction.

Foster throughout the school a healthy pride not simply in the school proper but in all things pertaining to it and to its reputation in the community.

Again, there is something in the doctrine of suggestion. In every school there are certain children who have not a strong bias towards what is right. Their inclinations are not positively evil; neither are they positively good. A suggestion which betrays a want of confidence on the part of the teacher, a suspicious look, an unkind word, or a bit of sarcasm will sometimes be sufficient to array the childish nature in open hostility to the teacher. *Suggestion.*

The same is true of those suggestions which are calculated to arouse and stimulate the better impulses and emotions of the child. The æsthetical can be made to reënforce the ethical. Pictures on the walls, attire, cleanliness of person are very powerful aids through the suggestions which they create.

A clergyman entering the home of a friend found

the mother greatly depressed. He asked the reason and she said, "You know that my oldest son perished at sea; my second boy is on his first voyage, and now my youngest has just informed me that he hopes to be a sailor. I cannot understand it." On the walls of the room there hung the picture of a beautiful ship, with all sails spread, under sunny skies, making its way through the foaming seas. "There," said the minister, pointing to the ship, "is the cause of your troubles."

The degree of interest which the teacher manifests in everything which concerns the happiness of the pupils, as children count happiness, affects the conduct of the pupils. "As long as we get our lessons and don't whisper," is the standard of right in the minds of many pupils. "They get their lessons fairly well and don't make me much trouble," constitutes the object of government and discipline as viewed by too many teachers. In the pupil's conduct in school can be seen as in a mirror his conduct out of school. He is actuated by the same impulses, the same motives, the same feeling in one case as in the other. In order to know the whole boy follow him on the playground, notice his conduct on the village common, at his games, in his own dooryard, his attitude toward his mates on the way to and from school; in a word, if you wish to govern the whole boy you must study him under all the conditions of boy life.

Points worth considering.

Certain points are worthy of careful consideration. (a) The strictest impartiality should be observed in dealing with pupils. Every child has a right to the best which the school affords in government as well as in instruction. (b) Scolding, nagging, faultfinding, ridicule are not proper means to be used in governing the school. A

serious talk with individuals, or to the whole school, is legitimate, but there should be no element of censoriousness in it. The tongue is sharper than the switch. Whipping is the refuge of weak teachers, but scolding or tongue-lashing or ridicule is more cruel, and cannot be justified by any reasons whatever. (c) The entire school should never be punished for the faults of a few. To deprive the room of the recess, or to detain every one after school because of the restlessness of some is never wise. If you are not sharp enough to single out the culprits let it go with as little notice as possible. Do not encourage tattling or tale-bearing. Never question the child about the conduct of his mates. There are occasions on which the children may give evidence, but it is a point which requires great caution. (d) Praise, not flattery, is an essential element. Look for the good that is in even the bad boy, and encourage him to perseverance in welldoing.

This chapter cannot be considered complete without some reference to rewards and punishments. Suspension or expulsion from school is to put the boy to the worst possible use. It is a confession of failure on the part of the teacher, and turns the boy into a hero in the eyes of his fellows. If you can make his parents see that the school is doing him no good, and that he would be better off at work learning a trade, or on a farm—that may be the right thing to do, but not a disgraceful severance of his relations with the school if it can be avoided.

Rewards and punishments.

To strike a child is another confession of weakness. I do not say it should never be done, for on the contrary, it is at times the only recourse. Read in the quotations at the end of this chapter what Page and

Wickersham have said on this subject. I commend their words to you as full of wisdom. Do not make up your mind that you will never whip a child. Wait and decide that question when you are brought face to face with it. You may never have to pass upon it. Read what Quick says about training children. There is much wisdom in his words: "Yesterday I was talking with a very skillful dog trainer. He often buys a dog for $1 and after a fortnight's training sells it for $15. I asked him how he did it. 'Well, sir, it takes a deal of patience. You must never get vexed with a dog. I've known a lot of dogs spoilt through a man losing patience with them and giving them the whip at the wrong time.'" (See page 70.)

Wrong methods.

Fretting at the pupil, complaining of him every time you meet his father or mother, talking about him to other pupils, mocking some defect, ridiculing some peculiarity, these you will avoid at all times. A young lady, herself a teacher, came to me in tears, saying, "We cannot prevail on my brother to go to school any longer, and he is very deficient in the common branches." Upon inquiring as to the reason she said, "He stutters and stammers over some words, or when he is excited. His last teacher made fun of him by trying to read like him. The children laughed at him, and now he can neither be hired nor driven to go again." It is the old story repeated of the thoughtless, not to say cruel, teacher who destroys much good.

If you have Page's *Theory and Practice of Teaching* read the chapters on school government. I advise you not to use prizes in your school. At the *very best* their benefit is limited, not to say questionable. They are apt to arouse pride in the breast of the winner and

disappointment and envy in those who fail. It is not always the most deserving who obtain them. The effect of the prize upon the entire school is generally bad. I would not attempt it.

Of praise I wish to say this: Used at all times and lavishly it soon loses its power. Praise bestowed for real merit for overcoming difficulties or temptation should not be withheld. A smile, an encouraging word, shows the child that his efforts are appreciated, and stimulates him to persevere. To praise a child for doing well is sometimes the best way of bringing his mind to see what you want him to do.

Teach the child to question his own conscience. Is this right or wrong? Is my conduct at all times such as my ideal man would require it to be? Then let him answer the question for himself, but always

In the King's Name.

Quotations Worth Reading

GOVERNMENT.

Discipline is not the art of rewarding and punishing, of making pupils speak and be silent. It is the art of making them perform in the most appropriate, easy and useful manner all the duties of the school.

—*Selected.*

The want of order is the great master defect of nearly all schools. I know of no one thing which so powerfully counteracts the exertions of teachers as the want of good discipline.

—*Teaching, Its Pleasures, Its Trials.*

Children must be governed, not coaxed. Control within proper limits is natural and wholesome for them. No amount of imploring them to do right will ever accomplish the purpose, and it very easily becomes positively harmful. On the other hand restraint must not be carried too far; we must remember that it is not the course which is the easiest for ourselves, but that which is most beneficial to the child which is to be followed. Mere quiet is not good order.

—*Joseph Landon.*

"Order is heaven's first law," and it is scarcely more essential to the harmony of heaven than it is to the happiness and success of the school.

—*David P. Page.*

AUTHORITY.

In the next place there must be a standard of order, and this must be backed by authority; for, of what avail are law or regulations without the ability to enforce their claims in case of any resistance or disobedience?

—*John Ogden.*

Discipline, therefore, in the formation of character extends its sphere of activity even into the setting forth of a lesson and into all the details of instruction. In teaching well or ill we encourage the formation of good habits or we check them; we make the formation of bad habits more difficult or we make them inevitable. And by habits we must mean habits both moral and intellectual, for the two are inextricably associated.

—*P. A. Barnett.*

A disciple is one who follows; a disciplinarian should be one who leads, not one who compels—and the man who can lead children truly is the man who possesses those qualities of mind which mark him out as superior to the "common herd," and a superior mind will always find a following, will always find other minds able and anxious to be led.

—*Ennis Richmond.*

A languid and dilatory yielding to repeated commands is rank disobedience. "Not as in my presence only, but also in my absence," must be the requirement, and nothing short of this is worthy of commendation.

—*Teaching, Its Pleasures, Its Trials.*

JUSTICE.

It is wise sometimes not only to withhold the expression of suspicion, but to give some token of your confidence to the pupil who is troublesome. Intrust him with some errand involving responsibility, or assign to him some duty by way of assistance to yourself, and very likely you will gain his good will ever after.

—*David P. Page.*

Patience, diligence, quiet and unfatigued perseverance, industry, regularity and economy of time, as these are the dispositions I would labor to excite, so these are the qualities I would warmly commend.

—*Hannah More.*

The difference in sensitiveness between children is very great, and when many are brought together to be treated as a school it requires the greatest care and judgment to regulate the incentives of pain and adapt them to these differences of individual character.

—*Francis B. Palmer.*

In all our schools there is too strong a tendency to hold up a false standard of success before the pupils. The things which make for true manhood and true womanhood, which will contribute to the usefulness of the individual as a member of society, are lost sight of in the fierce ambition to obtain the mark necessary for promotion to the next higher class.

—*Iowa School Report.*

PREVENTION.

If the child is to have an interval of leisure let it be in the playroom or ground, where relaxation is permissible, and even noise is not a sin. But let him have no intervals of leisure in school. There, and in school time, where play is not permitted, let work be systematically prescribed.

—*J. G. Fitch.*

I never yet met with a boy—and thanks be to God I have taught many—who would be rude to a female earnestly and kindly seeking his welfare without attempting to crush that independence of spirit which is man's prerogative and which no woman has a right to crush.

—*Charlotte Elizabeth.*

SUGGESTION.

It's all very well to say that a teacher should always have a kind manner, but at times when one feels irritable a kind manner seems impossible, or at best a piece of hypocrisy. When one is not in the best of spirits there is some difficulty in keeping order without a repressive manner. By custom one learns to avoid any breaking out of temper, but the master feels an undercurrent of sulkiness and the boys know this better than he does.

—*R. H. Quick.*

That government of the school which does not reach the conduct of the child out of school as well as when under the immediate eye of the teacher, is defective in its aim and in its results.

—*David P. Page.*

REWARDS AND PUNISMENTS.

The true way and the safe way, in my opinion, is to rely mainly on moral means for the government of the school—to use the rod without much threatening if driven to it by the force of circumstances, and as soon as authority is established to allow it to again slumber with the tacit understanding that it can be again awakened from its repose if found necessary. The knowledge in the school that there *is* an arm of power, may prevent any necessity of an appeal to it, and such a knowledge can do no possible harm in itself. But if the teacher has once pledged himself to the school that he will never use the rod the necessity may soon come to him to abandon his position or lose his influence over the pupils.

—*David P. Page.*

And yet the young must be taught to obey—their welfare, their success in life, the well being of society depend upon it. A school cannot be suffered to run riot. Order, obedience, respect for authority are lessons much needed by the American people and must be taught at all hazards in the family and in the school. If to "spare the rod" is to "spoil the child," the rod should not be spared. Better a government of barbarism than no government at all.

—J. P. Wickersham.

Love for the truth, a spirit of serviceableness, respect for sacred things, regard for the rights of his neighbor, integrity in dealing with his fellows, the cultivation of the conscience, growth of character in the direction of obedience to the precepts of divine law, these are the weightier matters which the true teacher keeps continually before her pupils. It is very necessary that the next generation should have right ideas of what constitutes success.

—Iowa School Report.

Questions for Examination

1. Define school government.
2. What is it to govern a school wisely?
3. Name some of the objects of school government.
4. When are the best results obtained?
5. Name some points which should characterize the exercise of authority.
6. What is said of praise and censure?
7. What points are considered under the head of influence?
8. What is meant by the doctrine of suggestion?
9. Why are not prizes to be commended as beneficial in their influence?
10. State briefly the statements in reference to corporal punishment by Page and Wickersham in the quotations.

Suggestions Worth Thinking About

1. What does Holmes mean by saying we must be as courteous to a child as to a picture?
2. To what extent can you dispense with rules and regulations in school government?
3. What is the best course to pursue with persistently idle pupils?
4. What do you think of Page's axiom, "The minimum of punishment is the maximum of excellence?" What limitations has it?
5. What would you do in case an innocent pupil knows who is the author of some mischief but through a sense of honor refuses to disclose his name?

CHAPTER X

THE HYGIENE OF THE SCHOOL

To Keep the World from Growing Old

Not only "lying lips" but a dyspeptic stomach is an abomination to the Lord.

—*Horace Mann.*

Is there anything better in a State than that both women and men be rendered the very best? There is not.

—*Plato.*

Nature's discipline is not even a word and a blow, and the blow first; but the blow without the word. It is left for you to find out why your ears are boxed.

—*Huxley.*

No perfect brain ever crowns an imperfectly developed body. When Michael Angelo reared St. Peter's dome in the air he made every stone beneath contribute not only to the use and beauty of the part he put it in but to the support and power of the dome.

—*Edward H. Clarke.*

WE COME in this chapter to the consideration of a subject of very grave importance. Hygiene, which concerns the laws of healthful being, is at the foundation of human happiness. To be well and capable of endurance, to be strong, whether it be to run a race or fight a battle, to possess nerves which are not easily unstrung and muscles which through proper exercise have become hard and "firm like iron bands" is to be well fitted for active life. Add to these the clear brain, symmetrically developed; the cunning, skillful hand, and we have a foundation upon which we may base a moral nature which no temptation can swerve from the path of rectitude, and an intellect

The foundation of human happiness.

which can devise and accomplish great things for the progress of mankind.

There is no question but that too little attention is paid in our schools to those details which minister directly to soundness of body. Heat, light, ventilation, exercise, posture in recitation and at the desks are treated only as incidental matters, inferior in importance to intellectual advancement and mental acumen.

It is impossible for the mind to do its best work when it inhabits a feeble, diseased body. Blaikie, in *How to Get Strong*, says: "But a bright and uncommon head on a broken-down, or nearly broken-down, body is not going to make half as effective a man in the life-race as a little duller head and a good deal better body." More than this the body must be surrounded by right conditions if in effect it is to be a willing, competent servant of the brain.

The teacher's part.

While the teacher is not entirely responsible for the general health of the school, yet it is a subject to which he should give constant and close attention. To a certain extent the peculiarities of each individual pupil should be studied with reference to inherited or predisposed tendency to disease of any kind; bodily defects should be carefully noted in order that they may be corrected, or at least minimized as far as possible under the circumstances. In fact the teacher must not forget that the physical growth and development of the child is the foundation of intellectual strength and moral stamina.

John Locke wrote: "How necessary health is to our business and happiness, and how requisite a strong constitution, able to endure hardship and fatigue, is to one that will make any figure in the world, is too

obvious to need any proof." The philosopher was wise, but no wiser than every common-school teacher ought to be. He merely states in his own language what common sense teaches us is true. (See page 118.)

The following points are placed before you nearly in the order of their importance:

Ventilation.

Very few schoolrooms are provided with artificial means of ventilation. Even in those in which some attempts are made in this direction the means used are not adequate to produce the desired results. In the majority of cases teachers must depend upon such resources as seem most ready at hand.

But few teachers realize the necessity of a supply of pure air in the schoolroom. A child requires about 2,500 cubic feet of air, and an adult about 4,000 cubic feet per hour. There should be at least 30 square feet of floor space, and 350 cubic feet of air space to each pupil. A schoolroom 22x33 feet, with a ceiling 12 feet high, is usually seated for forty pupils. This gives over 200 cubic feet of space to each person, and when windows and doors are closed the air will be vitiated, or rendered unfit for breathing in less than ten minutes.

Every teacher who has had experience knows that by the time school has been in session fifteen minutes the air becomes heavy and loses its vitality. This condition increases but is often endured until time for recess, although in the meantime pupils and teacher become drowsy and dull and the lessons drag.

It is not alone the process of breathing which vitiates the atmosphere. Many of the children are uncleanly in person, and wear clothing impregnated with odors of the kitchen or the stable. In addition,

the soft coal stove consumes its share of the oxygen and gives out its noisome gases. To this must be added the chalk-dust from the blackboards, and the dust from the mud and dirt which accumulate on the floor. At times the visitor, who comes from the clear atmosphere outside, finds it difficult to overcome his repugnance to the odors which greet his senses when he opens the door to enter the room.

I call your attention to these things in order to impress upon you the necessity of providing some method of supplying fresh air for the pupils. How can this be done? In the first place, when you reach your school in the morning throw the windows and door wide open for a few moments. Let the children find the air sweet and fresh when they enter. Do the same when all the pupils have left the school at night. Do not let the foul air, the accumulation of the last hours of the afternoon, remain in the room until morning. As far as practicable, without exposing the pupils, do the same thing at noon and at recess. Some one once said of a teacher by way of criticism, "She has got ventilation on the brain." I wish more of our teachers were afflicted in the same way.

Methods of ventilation.

Sometimes the upper sash may be dropped a few inches with safety, sometimes not. In no case should the children be exposed to a draught of cold air while sitting at their desks. The watchful teacher will devise other ways of modifying an evil which cannot be entirely eradicated. For instance, raise the lower sash a few inches and fit a board closely under it. The opening thus created between the upper and the lower sash forms a fairly good ventilator.

It is impossible to frame a scientific treatise upon

ventilation in this chapter. My desire is to call the attention of those who may read this book to the necessity of careful observation and study of the entire subject.

If as a teacher you are really in earnest and desire to have some means of ventilation afforded for your schoolroom ask your superintendent or director or some of your more influential patrons to read this chapter. You need their coöperation.

There is no more important question before us to-day than the ventilation of schoolrooms. Under all conditions of life pure air is an absolute necessity, but when thirty, forty, fifty, or even sixty children are shut up in a schoolroom, many of them coming from homes where the bath-tub is a luxury unthought of, where often the garments are worn day and night and perhaps are unwashed for weeks, only the most complete forced ventilation can keep the air decently pure.

The problem is intensified when we remember that to the impurities arising from the usual causes we must add those from catarrhal breaths, diseased stomachs, decayed teeth, and uncleanly persons. It is a very liberal allowance to say that, in the average school of forty pupils where there is no forced ventilation, at the end of the first five minutes the air is unfit to sustain vigorous life. Yet in all my experience I have found comparatively few schoolrooms in the arrangement of which the supply of fresh air has been taken into account. This is as true in the city as it is in the country.

Supposing that in order to convince yourself beyond all cavil that my statements are true you make a few observations; take an account of stock, as it were. Just before the close of school step out into the open

air, but be careful to close the door behind you. Fill your lungs with the pure oxygen of out-doors, inhaling and exhaling two or three times; then step back into your schoolroom. Possibly the first breath of the fetid atmosphere will make you sick or faint; but no matter, you will survive it as thousands have before you.

An illustration.

Spare a moment to consider these facts. You are dealing with a matter of great interest to all concerned. You are not a chemist; you have no apparatus for ascertaining the real condition of the air in the room, but this is a test which is reliable and which any one can make.

Here you have a room 23 feet by 28 by 12, heated by a vicious soft coal stove, and absolutely with no means of ventilation except by lowering the windows. This you hesitate to do because a blast of cold air slays like a sword. I say no means of ventilation. Possibly there is a hole in the ceiling 7 by 9 inches in size, or one of the same dimensions in the side near the chimney, which for ventilating purposes is of no practical use whatever. The hot air furnace is equally vicious unless well supplied with fresh air taken from outside the building and warmed before it reaches the schoolroom. In this case, if suitable outlets for the escape of foul air are provided, the furnace becomes a very effective method of heating the room. In this room you will sometimes have thirty to fifty pupils—two, often three, at one desk. If you happen to have a thermometer it will register possibly from 80 to 85 degrees. Read carefully in the quotations the extract from the report of W. W. Stetson, of Maine, which treats of ventilation. It is applicable with slight modifications to village schools.

The cracks in the walls and in the floor are filled with the accumulated dirt of many terms; they are the best possible breeding place for disease germs, bacteria, or whatever name may be the most appropriate. The floors have not been washed for weeks, months, perhaps years. The desks and seats have not felt hot water since they were screwed into their places. The walls are black with smoke and guiltless of white-wash. If this is not true in *all* cases it is in too many.

Regulation of heating.

Pay watchful attention to the heat of the room. Your own sensations are not a sure guide. You are well fed and warmly clothed; many of your pupils are under-fed and thinly clad. You may be uncomfortably warm, while some of them are uncomfortably chilly. Watch the thermometer. If the mercury is below 68 degrees the room is too cold. If it is above 72 degrees the room is too warm for health or comfort. If your room is warmed by a stove maintain as steady a fire as possible. See that the room is evenly warmed when the session opens, and in ordinary weather you will not find much trouble in holding the temperature about 70 degrees. Perhaps the teacher will say that one person cannot attend to all these things. There is some truth in the suggestion. But "to keep school" is just as important as instruction or teaching.

Care of the eyes.

It will require but a moment to convince yourself that some parts of the room have less light than is needed on cloudy days, and that there are no shutters or curtains to shield the eyes of pupils when the sun is bright; that some seats and desks are too high, and others too low; that blackboards are placed between the windows where the light is as bad as it can possibly be, and that the

general arrangement of the room is in entire disregard of sanitary laws.

The blackboards.

This is a subject which calls for thoughtful attention. In many buildings the blackboards are placed without any reference to the light as it strikes them from the windows. Much of our teaching to-day involves the use of the board.

Take a little time during the day to observe what is going on in your schoolroom. Every program should provide for vacant periods in order that the teacher may observe and act intelligently.

Go across the room and sit down beside that group of scholars. They are endeavoring to make out their lessons from the blackboard. You can get an indistinct outline of the writing, and that is all. The pupils are squinting their eyes and twisting their heads and straining themselves to make out the writing, but the light strikes the glazed, shining board so as to give them the greatest possible amount of trouble. The time is near when some of those children must be taken to an oculist to have glasses fitted to their eyes before the sight is permanently injured. The increasing shortsightedness is due very largely to the defective methods of admitting light, or to insufficient quantity in certain parts of the room.

Observe these two points: First, the lesson should be placed where it can be easily and plainly read by the entire class If necessary, duplicate it by writing it in different places. If this cannot be done, then let part of the class move temporarily into seats from which the lesson can be read without straining the eyes. It is very possible that you can dispense with some of the blackboard work, with profit to your pupils.

In the second place, the hand writing of the teacher

should be large, the letters well formed, and without any flourishes. I am fully convinced that at least one-half the troubles which affect the eyes of school children come from a wrong use of the blackboard. See the quotation from Professor Bergen at the conclusion of this lesson.

The pupil who is nearsighted should be brought forward nearer his work. No child should be allowed to study with the sunlight shining into his face. There is sometimes danger from too much light, as there is from too little. I can merely touch upon this subject, but it deserves careful consideration. The day you observe that the child has any difficulty with his eyes, you should inform the parents, that the necessary steps may be taken to apply the correct remedy.

Do not require pupils to study the fine print in the text-book, except under the best conditions as to light.

Print in the text-book.

There is an increasing tendency on the part of school boards to consult teachers whenever a change of books is contemplated. In such cases the following points should be taken into careful consideration: In choosing text-books, those having the least fine print, other things being equal, are to be preferred. It is said, by those who have investigated the subject, that defective eyesight is on the increase among our youth. It is unquestionably true that poor paper, bad impressions, broken and worn type, and fine print in our books have had much to do with injuring the sight of school children.

The paper used in all books should be thick and firm in texture, so as not to be transparent; it should be white, forming a sharp contrast with the black letter; and should be without any gloss to dazzle the eyes. The ink is a matter of importance; the type

should be of a proper size and form so as to give a perfect impression; and the general arrangement of the page should be such as to render each letter and word legible without any conscious effort of the eye.

The eyesight of the child is his most precious heritage; more precious even to the children of the poor than to those of the wealthy, as its use is one of the means by which they are to obtain a livelihood. A text-book which is not made in accordance with the latest scientific discoveries, calculated to preserve and strengthen this sense, should not be allowed in the schoolroom, no matter how excellent it may be in other respects. Such mechanical perfection is not the result of accident. To produce it requires expenditure of money, scientific research, and the employment of skilled labor. If you are asked by your directors to recommend text-books for adoption, pay particular attention to the points enumerated above.

Physical culture.

Under the head of physical culture I do not include gymnastics, athletic exercise, and exercises tending to develop the muscles and strengthen the body. You will find these treated of under another title. Physical culture has reference to the growth of the body into that natural grace of form and movement which belongs to childhood. I instance only a few important points. You should pay very careful attention to the posture assumed by the pupils in walking, standing, or sitting. Those positions which cramp the chest, induce round shoulders, or distort the spine, should be carefully guarded against.

As you sit at your table, or, more to the purpose, as you stand at the end of the room, notice with care the positions the pupils take while at their desks. There is one boy who has slipped down under his desk until

his weight rests on the end of his spine. Another is bending over his work so as to compress his vital organs to such an extent that they cannot do the work demanded of them. Mark that boy moving uneasily in his seat, swinging his legs as they dangle in the air. His feet are six or seven inches from the floor. How would you like to take his place and swing your feet for hours at a time?

By and by his mother will take him to the doctor and tell him that Johnny complains that his bones ache and his feet are numb; that he is too tired and restless to sleep soundly as a child ought to sleep. The doctor prescribes a tonic and "take him out of school." Can you not change his seat and desk so as to remedy these evils, in part at least?

Do you see that little girl writing at her desk? Observe that her arm is elevated so as to be at right angles with her side and that her left shoulder is correspondingly depressed. In a few months her mother will take her to the physician to be treated for curvature of the spine. Isn't prevention to be preferred to cure in such cases? Better that the lessons in penmanship be put off to a later period, than that the child should be allowed to assume a position which requires the arm to be raised at right angles to the body as she sits at her desk. In many cases curvature of the spine can be traced directly to the writing lesson in school.

Gymnastics; athletics.

The gymnastics practiced in school under various names and systems are useful in quickening the circulation and in promoting development of certain muscles. Practice them when the windows are open for ventilation, in connection with breathing exercises, or when the weather is too inclement for the usual recess.

I want, however, to caution you against the notion that anything can take the place of exercise in the open air when the weather is suitable. Possibly you will find that the school authorities have dispensed with the out-door recess and that the teacher has substituted for it a five-minute gymnastic drill, which as a matter of exercise is about as beneficial as a long, deep, healthy yawn would be! I do not know who first suggested the idea of abolishing the out-door recess. Whoever he was, he was no friend to children. There is nothing that can fill the place of it.

Baseball and football are excellent when under control; but do not let them run riot among your boys. A victory in the athletic field is not the greatest honor the school can achieve, and is sometimes purchased at a fearful loss of time and interest in studies.

All the games should be under the eye of the teacher. The recess is no time for hearing lessons or disciplining pupils. The recess is time for real play, and the children should be encouraged to enter heartily into their games. Of course, allowance must be made for city schools having no play-ground. But even in these schools the tension should be relieved by an intermission near the middle of each half day, at which time the pupils should be allowed to talk with each other, to move about the room, and to be, in a large measure, free from restraint. In this connection read in the quotations at the close of this chapter the extract from Francis H. Tabor.

In every case where city water is not available, the schoolhouse well must have some attention. Pure water is absolutely essential to health. See to it that the school authorities look closely after this matter. Especially insist upon it that after a vacation the

well must be *thoroughly pumped out* before the children drink from it. This is a matter of grave importance which is but seldom attended to. Keep the pails clean, and have them filled with fresh water three or four times a day. Do not leave water in the pails or cups over night. When possible, see that the pails and cups are taken every week to some neighbor's house and cleansed with hot water; but if a janitor is employed, then it should be part of his work to keep all drinking receptacles scrupulously clean.

Water supply.

Do not let one drink what another has left in a cup, nor should the water remaining in a cup after a child has had his drink be thrown back in the pail. If any thoughtful mother provides an individual cup for her child, no other child should be allowed to drink from it under any pretense whatever. It would be much better to have individual cups for the entire school whenever it is possible. Often the teacher can bring it about with very little trouble and it is exceedingly desirable. All these are little points, not often considered worthy of notice; and yet a decent regard to cleanliness and health will prompt a conscientious teacher to see that such rules are carefully observed.

It is a legitimate part of a teacher's work in the common school to carefully guard against the entrance of contagious diseases into the school. This you can do in two ways: If a child comes from a home in which such a disease as diphtheria, smallpox, or scarlet fever exists, even in a mild form, rigorously exclude him from the school. In case he has had such a disease and returns as recovered, demand a certificate from some physician that all reasonable precautions have been taken to prevent

Contagious diseases.

contagion from the presence of such a pupil in the schoolroom. This is not only your right, but it is your bounden duty as concerning the welfare of the community and of the children under your care.

But more than this, you should exercise watchfulness over the children that you may detect the beginning of the disease. Headache, feverish condition, sore throat in any child will always justify the teacher in sending the case home with a note to the parents. Do not take any risks, but watch these points with the greatest care. Don't allow children to spit upon the floor, and avoid in all possible ways raising a dust in the room. It is not possible to introduce medical inspection in all the schools. For this reason it is all the more important that teachers should be acquainted with the symptoms of these diseases and able to recognize an ailing pupil at once and report the case to the proper person.

Janitors.

The choice of janitor for a building of two or more rooms is nearly as important as that of principal. There should be a most friendly relation between him and the teachers in the building. If they have the right understanding of their respective duties they may be mutually helpful. It is not best to delegate to him entire authority over the pupils on the school grounds, but the children should be taught to respect him, and when he reports disorder or abuse of privilege the matter should receive immediate attention.

Do not, as is sometimes the case, expect too much from the janitor, or impose unnecessary duties upon him. Whatever he has to do, see that he does it thoroughly. Do not treat him as a menial, but interest him, if you can, in the welfare of the school. I once

said to a janitor who came to the office for supplies: "How is Miss —— getting on?" She was a new teacher and an experiment. "Pig-pen," was all his answer. He had no education except such as the Lord gives some people—good common sense. Upon investigation I found that when she "adjourned school" —she always used that term—the floor was littered with papers and refuse; the children were not required to clean their shoes, and a general air of untidiness was everywhere evident. There was more work for the janitor to do in that room than in any two other rooms in the building.

Washing the floors and desks, sweeping, dusting, and building the fires is not all the work the janitor should accomplish. There are a thousand little things making for comfort and health and cleanliness in which you may ask his aid. A few things observe with care: Treat your janitor courteously; if you have occasion to find fault with his work, do it without any spirit of censoriousness; and when he does well let him know that you appreciate it. Possibly you may find occasion to lend a helping hand in the work of keeping things clean. Read this from Ruskin—it is practicable: "I myself have washed a flight of stone stairs all down, with bucket and broom, in a Savony inn, where they hadn't washed their stairs since they first went up them, and I never made a better sketch than that afternoon."

It is the janitor's business also, to care for the cleanliness of the outbuildings and closets. This you should require of him, and should take immediate notice of any abuse of these buildings by the pupils. Nothing should deter you from talking to the janitor about these matters, or from upholding his authority when-

ever it seems necessary. Look to this point yourself. There is no excuse why every law of decency which prevails in all respectable homes should be violated, as it is, in the buildings to which our children resort when at school. Horace Mann once wrote: "A want of decency enforced upon boys and girls will become physical and moral turpitude in men and women." The doctrine of suggestion is applicable here. The indecent writing, the obscene pictures on the walls, may be springs of impurity whose waters will embitter the entire life of the child. (See page 146.)

General considerations.

Pupils should be so trained that they need not ask permission to leave the room, but go out quietly as in a well ordered home, attracting as little attention as possible and returning as quietly to their desks. Their reasons should not be questioned. In this matter you can safely trust their honor. The following extract is by William K. Fowler, state superintendent of Nebraska:

"A teacher should permit pupils to leave the schoolroom when necessary, and she should be cautioned not to constitute herself the judge of the child's physical necessities, but she should use all reasonable means to reduce the number to a minimum. One teacher has adopted the plan of excusing during the first five minutes after nine o'clock, while settling down and hanging wraps, pupils who think they may need to pass out before recess, and strange as it may seem, this almost entirely cures the evil of a string of pupils constantly going and coming. Pupils will not neglect play to attend to their physical necessities before school time, even with the tap of the bell five minutes before the hour to remind them."

Do not allow yourself to be prejudiced against a

hearty laugh on the part of the pupils. Sometimes join with them and enjoy it. It relieves the strain, and enlivens the school as nothing else can. From a hygienic viewpoint the atmosphere of our schoolrooms is too somber. Scowling and frowning should be buried in the same grave with nagging and scolding. (See page 36.)

Attention to the clothing of the children is also a part of your duty. No pupil should be allowed to pass from the heated atmosphere of the schoolroom into the outer air without some additional protection, in the way of clothing, for the head and shoulders. When school is out at noon or night, the pupils, especially the younger ones, should be carefully watched by the teacher to see that they are suitably prepared for the walk home. In cold weather they should be allowed to bring their wraps into the warm room to make their preparations. Everything which is done for their comfort tends to promote their health. Wet, damp clothing or outside wraps of any kind should not be allowed to hang in the room in which the children study. The steam and odor which come from them helps to vitiate the atmosphere and to render it unfit for breathing.

Care of outside wraps.

Worry has killed thousands of people. It is a kind of contagious disease for which no sure remedy has yet been found. It seems to be a great sorrow that it is ever permitted to invade the realm of happy, cheerful childhood, or to cast its baleful shadows across the pathway of the ambitious youth.

Worry.

Whenever the child goes home at night tired with the restraint of the school and worried over lessons which must be prepared for the next day, when his

sleep is disturbed by visions of unlearned tasks which he seems vainly trying to master, then it is high time to call a halt. Either the lessons are too long or the subject is above his limited comprehension, or, as is often the case, he is stimulated to an unhealthy degree by the feverish desire to stand at the head of his class. It is in your power to remedy these evils by reasonable requirements and by holding up only proper motives before the pupils. That is not a proper motive which makes a pupil who has done his best dissatisfied with himself because some one else has done better, or makes a pupil who has not done his best satisfied with himself because some rival has fallen below him in class standing. (See page 29.)

Home Study.

In regard to the assigning of lessons to be learned at home, very careful discrimination should be exercised by the teacher, "having due regard to age, health, and status" of the child. However, there is a change coming; the tendency is in the right direction, and the home life of the child will receive deserved attention. It would be better for the pupil if he had fewer studies, shorter lessons, more intense study during school hours, and more freedom at home for general reading and for cultivating habits of helpfulness to others. The rules and regulations under which you work may not leave you any right of private judgment, but they cannot destroy your right to think. The child who is compelled to spend all his time out of school on school work and who has no time for home duties is being deprived of the best part of his education. If you would have your pupils happy and healthy, greet them with smiles in the morning; take your sunshine with you when you go to your schoolroom. Don't nag and fret and

worry the pupils over the little disappointments and difficulties of school duties, but send them home when school is done with the contented spirit of childhood,

". . . that through all the ages past,
Has kept the world from growing old."

Quotations Worth Reading

VENTILATION.

Pure air means clearer brains and better lessons, and may determine whether or not a child shall gain a sufficient knowledge to assure his success in life. In every half day of school it is well to allow a short recess in which windows and doors can be thrown wide open and the pupils sent out to get deep breaths of oxygen during play.

—*Selected.*

Dr. Franklin, in his usual humorous manner, but with his accustomed gravity, relates in one of his essays the following anecdote for the purpose, doubtless, of showing the influence of pure air upon health, happiness and longevity. "It is recorded of Methusalem, whom being the longest liver, may be supposed to have best preserved his health, that he slept always in the open air; for when he had lived five hundred years an angel said to him, 'Arise, Methusalem, and build thee a house, for thou shalt live yet five hundred years longer.' But Methusalem answered and said, 'If I live but five hundred years longer, it is not worth while to build me a house. I will sleep in the air as I have been accustomed to do.' "

—*Ira Mayhew.*

There can be no doubt that very much of the complaint we hear of the injurious effects of school life upon children and the early breaking down and heavy death rate among teachers are due far more to unwholesome conditions of work than to the severity of the work itself.

—*Joseph Landon.*

It is often possible to see, especially in the case of young and delicate children, how a fresh, healthy appearance gradually disappears and gives place to a pale, anæmic color—a condition traceable chiefly to the impure air of the schools.

—*Kotelmann.*

The simplest and most effective form of ventilation in school buildings in rural communities is to have a cold-air box extending from an opening in the wall under the floor to a point immediately beneath the stove. This air shaft should be as short and direct as possible. It should be at least 30 inches square for a single

room building, and should be covered at both ends with a coarse wire netting and about one inch inside of this netting screens should be placed similar to those used in dwelling houses to exclude flies. The opening beneath the stove should be provided with a slide which may be completely closed during the time the room is being cleansed or swept.

The stove should be surrounded by a Russia iron jacket fastened securely to the floor, and extending above the top of the stove from eight to twelve inches. The sides of the jacket should not be at any point within six inches of the sides of the stove. By this very simple plan fresh air is admitted to the room in any required volume, and is passed near the stove in such a way as to be warmed before it passes into the room.

The ventilating flue or chimney for school houses of one room should be not less than 30 inches square on the inside. The smoke-stack should be about 8 inches in diameter, and placed in such position in the flue as to be most easily connected with the heating apparatus. The register which opens into the ventilating flue or chimney should be about 28 inches square, and shouldd be covered with a coarse wire netting, bordered by a simple moulding on the outside. This opening should be near the floor.

—*W. W. Stetson.*

CARE OF THE EYES.

Direct sunlight should not fall on the eyes or work of the pupils, as it will irritate the retina. To prevent this school windows should have means of protection either on the outside or on the inside.

—*Kotelmann.*

Do not let children bend over their desks; still, remember that the short-sighted child cannot sit up and see his book on a flat desk. To save children from becoming short-sighted prevent them from using their eyes too long and too closely on near objects. The boy should sit up well, with his head upright and his eyes at least twelve inches from his book.

—*Francis Warner.*

BLACKBOARD AND TEXT-BOOK.

The Position of Blackboards.—The blackboards should be on the inner wall of the room, where the greater amount of light will fall upon them, and they should be of a dull black color. The principal cause of defective eyesight in school children is no doubt traceable to improper lighting of the room, which may be either excessive light or deficient light or light coming from the wrong direction. The position of the blackboards and their frequent use for copying exercises while the child is at his desk requires rapid changes in the accommodation, which is also a factor in producing defective eyesight. Another factor, independent of the arrangement of the schoolroom, is the use of books printed with defective type or with too small a type.

—*J. Y. Bergen.*

Through the sense of sight the mind has its broadest field of knowledge. The eye is the soul's most perfect window, as it seeks to scan this outer world as a wonderful mechanism, and in its interdependent movements.

—*Lewis Ransom Fiske.*

PHYSICAL CULTURE.

There are certain negative duties which are self-evident. Teachers should at least protect their pupils against impure air, too long confinement, over-work and the deadening effects of mental worry, caused by severe competitive written examinations. A great deal more than this ought to be done, but in many schools not even this is attempted.

—*John Swett.*

At college I was taught the motions of the heavenly bodies as if their keeping in their orbits depended upon my knowing them, while I was in profound ignorance of the laws of health of my own body. The rest of my life was, in consequence, the one long battle with exhausted energies.

—*Horace Mann.*

Parents and teachers should never forget that children are as susceptible to physical training as to intellectual or moral culture. And here especially they should be "trained *up* in the way they should go." Physical uprightness is next to moral.

—*Ira Mayhew.*

What we call skill in the arts consists of muscles and nerves trained to respond to some mental ideal. A habit is a facility of doing in some particular way amounting to a tendency.

—*Lewis Ransom Fiske.*

There should be the same intelligent and sympathetic supervision and direction of the play activities of the pupils as of their studies.

—*Ruric N. Roark.*

This reminds us how many wells and cisterns that stand unused during the long vacation are supposed to be ready for use as soon as the pump-handle is fixed or bucket tied to the rope. Every such well or cistern ought to be thoroughly cleaned out before the pupils are permitted to use the water in it. Filth, and too often death, is at the bottom. Teachers, do not forget your responsibility in such matters. See that the board understands its responsibility also.

—*A. R. Taylor.*

GYMNASTICS.

There can be no comparison between a good healthy game—in which every muscle is suitably exercised and brain and lungs join in the complete happiness of the honest laugh and the careless shout—and the "dead alive" military drill, or formal gymnastics, which, while developing many muscles abnormally leave the brain torpid and the spirits depressed.

—*Francis H. Tabor.*

The following are the requirements for a good school desk: The seat should be of such a height that the feet may be placed evenly on the floor or foot rest, while the upper and lower legs make right angles with one another. Its height must, therefore, be somewhat less than the distance from the sole of the foot to the knee.

—Kotelmann.

HOME STUDY.

It is a question well worth the consideration of our school men and educational theorists whether the time has not come for the simplification of the courses of study and the reduction of the number of school hours in our gymnasia.

—Kotelmann.

Children under ten years of age ought to have no lessons whatever assigned for home study. Whatever time they can spare from play ought to be spent in reading suitable library books. Boys and girls from ten to twelve years of age ought not to have more than one lesson for home study. And girls from fourteen to sixteen years of age, in high schools, ought not to study more than one hour a day out of school. From ten to sixteen is the golden period for the reading of good books, and any course of school work that deprives pupils of time to read by keeping them all the time at the drudgery of text-book lessons is a mental wrong and a physical sin.

—John Swett.

May we not reverently ask, What shall it profit a child if he gain the whole world of knowledge and lose his health, or what shall he give in exchange for his health?

—G. Stanley Hall.

TEACH THE CHILDREN

Not to spit; it is rarely necessary. To spit on a slate, floor, or sidewalk is an abomination.

Not to put the fingers into the mouth.

Not to pick the nose.

Not to wet the finger with saliva in turning the leaves of books.

Not to put pencils into the mouth or moisten them with the lips.

Not to put money into the mouth.

Not to put anything into the mouth except food and drink.

Not to swap apple cores, candy, chewing gum, half-eaten food, whistles or bean blowers, or anything that is habitually put in the mouth.

—Clifton F. Hodge, in Nature Study.

Questions for Examination

1. What relation exists between a healthy body and a brain capable of doing its best work?
2. How many cubic feet of pure air should be allowed each pupil per hour?

3. Give conditions of ventilating a schoolroom by various methods.
4. What danger arises from too frequent use of the blackboard in giving instruction?
5. Give the two cautions as to placing writing upon the board.
6. Give the caution regarding the position at the desk in the penmanship lesson.
7. What attention should be given nearsighted pupils?
8. What is the teacher's duty as regards the clothing of the children when passing out of the room?
9. What are proper and what improper motives as incentives to study?
10. Why is it not well to crowd children so that they worry over their lessons?

Suggestions Worth Thinking About

1. Is there too much home study assigned in our schools to-day?
2. The use and abuse of athletics.
3. How can I improve my schoolroom so as to make it more healthful?
4. What is the effect of pictures on the walls?
5. How to make the out-doors recess beneficial to study and health.

CHAPTER XI

THE CULTIVATION OF TASTE

Beautiful Gates Are for Beautiful Things

We hear much in these days of the precocity of childhood. Josephus tells us that once in the siege of Jerusalem this golden gate which we have made the image of childhood, "was seen to be opened of its own accord about the sixth hour of the night." Some thought it was a good omen, "as if God did open to them the gate of happiness." Others thought it was very bad, "as if the gate were open to the advantage of their enemies." So in this critical time of ours not the least critical sign is this: that the golden gate stands open wide, that childhood is exposed and sensitive to new impressions and ideas. Is it for good or evil? The wider open the gate the better, if only the truth can be poured in. The more receptive the children's life the better, if only they who train the children can thoroughly believe that there is a manly and beautiful religion of which the child is capable, and work with God to bring their children to it.

—*Phillips Brooks.*

THIS chapter has much to do with schools in the rural districts. Teachers in graded schools can read it with profit. To make a system of education effective it must be in accord with its environments. The country school should be thoroughly countrified; it should never put on metropolitan airs. It is not desirable that the country school should keep equal pace with the city system in the character and kind of studies introduced in it; but especially in nature studies and in elementary science as bearing upon agriculture and rural life, the curriculum of the country school should be greatly enlarged. What the city school ought to do in fitting boys for the office or for professions, the country school must do in fitting boys and girls for the farm.

Aims of the country school.

Just as soon as the farmers in the agricultural sections of the land find that the school is making the boys and girls more useful on the farm, more intelligent and more contented to remain at home, they will value it for its usefulness and rally to its support. Whatever has a tendency to make the boy more intelligent in farming matters or to make the life of the farm more attractive to him; whatever will make the daughter more useful in the home, or make the home a place of supreme pleasure to her, may legitimately be taught in the district school.

The subjects taught in the country school ought to bear a close relation to country life. The great storehouse of nature opens her doors and displays her treasures to the rural school. Seedtime and harvest, bud and flower, blossom and fruit, the care of animals, singing birds and running streams, can be made the source of lessons useful as well as pleasant to the children. The country school is shorn of half its usefulness because the teacher is not able to rise to the height of her opportunities. And what a wonderful opportunity she has to teach the pupil "to translate forms of beauty into thought, and thought into words."

In an article in the *Common School Journal*, then, in 1840, edited by Horace Mann, the writer, after enumerating a long list of eminent men, says of them: "All common school men, some scarcely that, but yet all educated men, because they were made alive." The school, whether it be in the city or country, which does not do this for the pupils is failing of its purpose. We have lost sight, to some extent, of the purposes of school education, and possibly we may have to go back to the country school of Horace Mann in order to get our bearings again.

I do not say we do not, but I do say we ought to turn out of our common schools reasonable, thinking, live men and women, anxious to be of service to mankind, eager for knowledge, with a quickened conscience, with the seeds of growth planted so deep that neither drought nor frost can affect them, growing year by year like the young sapling of the forest which does not reach its maturity until it has been nourished by the sunshine of a hundred summers and has breasted the storms and winds of a hundred winters. He is educated, then, "who thinks most, feels the noblest, acts the best."

The ideal location.

An ideal country schoolhouse and grounds can very easily be pictured. The grounds should be not less than one acre. The best form is one hundred and eighty feet front by two hundred and forty feet deep. The land should be dry and well drained. Tame grass, such as one would have in his own dooryard at home, and trees not too near the fence and yet so planted as not to be in the way of the children when at play, should be well cared for. The schoolhouse should be located so as to admit of playgrounds for the boys and girls, with open space for outbuildings and sheds in the rear. To plant a cluster of evergreens so as to hide such buildings in a measure would go very far to inculcate that sense of modesty and decency which is of incalculable value to our boys and girls. The cost would be a mere pittance, while the benefits would be beyond our power to estimate. Hard, dry walks to the outbuildings and from the front gate to the door should always be provided. In the front yard pupils should be encouraged to plant and care for shrubs and flowers. Time spent in their cultivation would not be thrown

away by any means. School grounds thus arranged and beautified would exert an influence throughout the entire district in the improvement of farm property. There is room for great improvement along these lines in every state. Desolate school grounds can be made glad, and the barren, treeless school lots can be made to bud and blossom as the rose.

The rallying place.

The district schoolhouse should be the rallying point for every influence which tends to elevate or benefit mankind. Within its walls should be kept the district library, the museum of specimens gathered and labeled by the children, the herbarium of flowers and leaves which the children have gathered on the prairies or the hills. Here may be held the country lyceum, the debating society, the singing school. No matter if religious meetings and Sunday schools are held here, provided the religious conscience can be so elevated that the worshipers will not desecrate the room by tobacco, nor purloin the books of the pupils. Here may be held historical or scientific lectures for the benefit of both parents and pupils. The surroundings should be sightly and attractive. Trees and flowers and shrubs should adorn the grounds, which should be scrupulously cared for. In short, the district schoolhouse and the grounds should have such a hold upon the community that they would be the last places which the people would permit to be desecrated by the vandal or the tramp.

The taste for the beautiful.

A child naturally loves the beautiful. If you will show me a child who has no love for birds or flowers, or pictures or music, I think that I can in turn show you one in whom the doctrine of total depravity will probably be exemplified. So strong is this instinct in the child's mind that

the infant in his mother's arms manifests the first dawning of intellect in striving to reach some bright, attractive object, or in jumping and crowing in response to the singing of the canary bird in the cage on the wall.

Nor is this true of children alone. The attempts of the poor in our cities to keep alive their sense of the beautiful is most piteous. The oyster-can, picked up out of the street, is made to serve as a flower pot in which, for a time, the geranium grows and flourishes. The cracked sugar bowl holds a rose which, in its bloom, softens the air of poverty and adds something of cheer to the room. The vine is trailed over the broken window, and great pains are taken to give vigor and luxuriance to its foliage.

Most touching sight of all is it when, at the door or window, we catch a glimpse of the cripple boy, the sick girl, or the worn, discouraged mother, trying to get some brightness into their life through flowers or the beautiful things which nature places at their disposal. It is one of the most beneficent designs of nature that the lilies of the field are not for the rich alone; the flowers, and buds, and sunshine, and trees, and fruit are common gifts of God to all his creatures.

Again, this innate love of the beautiful can be made a strong influence in shaping and forming youthful character. I have seen a school of rough, uncultured boys and girls completely transformed in spirit by the action of the teacher in appealing to their sense of beauty. Pictures, not always artistic, but better than the children see at home, are hung upon the walls. Flowers occasionally grace the teacher's desk. A bouquet of wild flowers, gathered by a boy or girl on the way to school, is accepted with hearty thanks.

The room is kept more tidy, and neatness of person begins to be the habit of pupils as well as of teachers.

In many states the law designates one acre as a suitable size for a schoolhouse lot. This affords ample room for the buildings, for playgrounds and for planting flowers and shrubs. No more healthful influence can be thrown around the school than the habit, on the part of the children, of caring for things which they have planted and the ownership of which is vested in them. A few roses growing in a corner or climbing over the door, a flower bed at either side of the front walk, a cluster of shrubs near the fence would cost but a trifle, while the school grounds would soon become attractive to the children and they would view their school with pleasure and not with dread.

Improvement of grounds.

There is not very much, I grant, to encourage a teacher in this direction. Often the community would sneer at it and rude boys would destroy in a night the labor and growth of days. And yet most teachers could do a work along this line which would be of immense benefit to the next generation. Not only would well-kept school grounds and pleasing buildings raise the price of every acre of ground in the district, but the boys and girls of the community would carry into active life a remembrance of school days which would make better men and better women.

Likewise, opportunity exists for much improvement in the grounds about the city schools. As a general thing, they are destitute of shrubs or flowers; they are apt to be littered with papers and sticks, and refuse of all kinds. In some cases they excel the country school in ugliness. It is very seldom, in the city, that there is not some

In city schools.

space about the building which, if the teachers were only anxious to do it, could be so utilized as to cultivate the children's taste and develop their love for the beautiful in nature.

I can only reiterate what I have said: That, next to his home, the schoolhouse ought to be to the child the most attractive spot in the district. The lawn should be of tame grass; trees of several varieties should be planted and cared for. I look forward to the time when, especially in our country schools, it will be part of the course to teach children the kind of trees which flourish best in that section, which of them are best for timber, which for shade, and which for fuel. Specimens of each will then be found on the school ground and referred to for purposes of illustration. In the same connection we must teach how to plant and care for them, and thus cultivate in each child an honest respect for a thriving, growing tree. It means much to the child to be initiated in his youth into "the brotherhood of venerable trees."

Decorations.

To decorate the walls of the rooms in the building is not necessarily expensive. A few pictures which can be purchased at a small cost, a shelf in the corner for books, plants growing in the windows, two or three vases filled with flowers which the children will take pleasure in providing, will change the aspect of the room and make it a pleasant, cheerful school home for the pupils. It is wonderful how much can be done in this direction by the teacher. The effects of these attempts at decoration render the pupils more susceptible to good influences, and in time reach into the homes from which the children come.

Very often you will find parents ready and willing to

assist you, by loaning pictures for a short time. In many places this is done with excellent result. By such a means parents become interested in the school and study works of art at the same time with their children

The following is taken from the Report of the Committee of Twelve on Rural Schools. It is from the pen of Supt. Lawton B. Evans, of Georgia.

From Report of Committee of Twelve.

"If children are daily surrounded by those influences that elevate them, that make them clean and well-ordered, that make them love flowers, and pictures, and proper decorations, they at last reach that degree of culture where nothing else will please them. When they grow up and have homes of their own they must have them clean, neat, bright with pictures, and fringed with shade trees and flowers; for they have been brought up to be happy in no other environment. The true test of our civilization and culture is the kind of home we are content to live in, and the influences of our schools should help to form a disposition for those things that make home life happy and healthy. If the farmer's boy can be taught to love books when he is at school, he will have a library in his home when he becomes a man; if the farmer's girl can be taught decoration at school, she will want pictures and flowers and embroidery when she becomes a woman."

No teacher can be called progressive in any true sense of that word who is willing to teach in the old-fashioned schoolroom with bare, unwhitewashed walls, black with the smoke of many winters, and cheerless of anything calculated to make it pleasant or attractive. Something in the air of such a room makes teaching a drudgery which is well-nigh unendurable.

It costs but little to make a beginning, and, like all other good works, when it is once started it will grow. Success depends upon whether the teacher is in earnest or not.

Drawing.

No curriculum is complete, no matter how scientifically it may be framed, which does not make ample provision for the æsthetical side of the child's nature. Hence singing and drawing should have their places in the daily program. The introduction of these branches has done much to soften the austerity of school life and to improve the manners and morals of the children.

If you cannot instruct in drawing, you are deficient in an important qualification. Perhaps you think you have no talent in that direction. Possibly you are right; and yet there are but few persons who cannot become fairly good instructors in drawing if they are willing to make the effort. You certainly can learn so far as to be able to direct the pupils, if you will avail yourself of some of the excellent manuals at your command.

I quote the following from *Mind and Hand*, by Charles H. Ham:

"The value of drawing as an educational agency is simply incalculable. It is the first step in manual training. It brings the eye and the mind into relations of the closest intimacy, and makes the hand the organ of both. It trains and develops the sense of form and proportion, renders the eye accurate in observation and the hand cunning in execution."

The above quotation is worthy careful study and thought. If drawing is of any value in the city schools it is equally so in those of the country. The use of the hand and the eye, the development of form and

proportion is essential to every child. Because you teach in a school in which there is no special teacher of drawing is all the stronger reason why you should make yourself as nearly perfect as possible in this branch. Even though drawing is not in the course of study and you are not required to teach it, it still remains true that the possession of this art will be of great assistance to you in your daily work.

Drawing widens the child's power of self-expression and makes him a more complete master of himself. It has a vocabulary of its own which the child must have at his finger's ends to fit him for the greatest usefulness in life.

Singing.

The introduction of singing lessons into the public school marks an important step in educational progress. P. A. Barnett says this: "To put it on its lowest ground it is a fine physical exercise; it cultivates very directly a sense of community and common endeavor, and it is a very powerful means of stimulating strong sentiment on wholesome lines."

Rightly conducted, it is an efficient aid in school government. In a large western city a prominent lawyer made an attack on music in the schools as a useless and costly fad. The same day the supervisor of music told me that if the gentleman would go with her she would show him an entire school, of five rooms, almost made over from rough, disorderly pupils into quiet, orderly, and obedient boys and girls. She added, "The teachers attribute the change to the softening, chastening influence of the music lessons." Other teachers, since then, have verified to me the statement that they avail themselves of the same means in governing difficult schools.

The person who can sing is more at home in the church which he attends, and in the social circle. In every walk of life it ministers to his enjoyment and adds to his usefulness. Perhaps you cannot sing; you say you have neither ear nor voice. Where there is a will there is a way. You can at least learn to read music. You can always find in your school some older pupil who will assist you if you are really in earnest in your efforts.

Do not make the blunder, however, of mistaking noise for music. It is not a good plan to allow singing the first thing after an intermission. Rather let the children sit in perfect quiet until the circulation becomes normal and the heart ceases to throb violently, as it does after exercise at recess, and then let them go directly to their books. For a singing exercise the period before recess is much better than the one directly after.

Be sure that you appreciate the importance of the singing lesson. It will help you very much if you can have some musical instrument in your schoolroom. Perhaps among your pupils there is one who has a fine voice, or one who can play the violin or the piano with rare skill. Avail yourself of the aid of such pupils occasionally in making music popular in the school.

If you can do this successfully, you will have less occasion to worry over unruly pupils and more strength and zeal in the work of instruction in all branches.

Conclusion.

An old lady who was asked what was the best thing her mother did for her, replied: "She taught me to love beautiful things. All my life, although I have seen sorrow and trouble I have seemed to dwell in a garden of roses. Under the tuition of my mother I learned to interpret the lan-

guage of flowers and the love songs of the birds. Since then I have traveled in foreign lands. I have caught the inspiration which comes when standing in the presence of the great masterpieces of painting and sculpture, but I have rejoiced more at the glimpse of a beautiful landscape, or at the sight of the white-washed cottages, or the fruitful fields kept by the peasantry of the land, because there I find the beauty which blesses the humblest lot. This sense of the beautiful which my mother implanted has been a source of strength and comfort, and daily I thank her for it."

Try these things if you have not already done so; if you have commenced the good work, persevere in it day by day and week by week. You will do a blessed work for the children in your school if you can convince them that

Beautiful Gates Are for Beautiful Things.

Quotations Worth Reading

THE COUNTRY SCHOOL.

Free Schools.—In a social and political sense it is a free school system. It knows no distinction of rich and poor, of bond and free, or between those who, in the imperfect light of this world, are seeking through different avenues to reach the gate of Heaven. Without money and without price it throws open its doors and spreads the table of its bounty for all the children of the State. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just but upon the unjust, that their injustice may depart from them and be known no more.

—*Horace Mann.*

Still sits the schoolhouse by the road,
A ragged beggar sunning:
Around it still the sumachs grow
And blackberry vines are running.

—*J. G. Whittier.*

The tendency of primary education has been to lead the country youth away from the farm instead of helping him in the study

of those sciences relating to production. It would be politic and patriotic to incorporate into the farm youth's education some knowledge that shall bear more directly upon his future life and work.

—Secretary James Wilson.

The day for plain talking is at hand. The exigencies of the times demand it. All over the land are school grounds bare, dreary and desolate, without a tree to shelter the children from the winter's blast or the summer's sun. Schoolhouses ill-ventilated, unattractive and repulsive. Outhouses with doors off the hinges, clapboards off the sides, defiled and defaced, a disgrace to a civilized community. Teachers working for a mere pittance, with no adequate conception of the true nature of their work, charged with training the future citizens of the republic. O women of the state, O mothers of a coming race, remember that

"The child's sob in the silence curses deeper
Than the strong man in his wrath."

Would you work for God, would you work for Christ, would you work for your country, would you work for humanity? God in his wonderful providence has brought his work and laid it down at your very doors; it is in your home; it is in your family; it is in the school which your child attends.

—From an Address to Teachers.

TASTE FOR THE BEAUTIFUL.

A thing of beauty is a joy forever.

—Keats.

A taste for all things beautiful is a taste for all things good.

—Old Saying.

As thrills of long-hushed tone
Live in the viol, so our souls grow fine
With keen vibrations from the touch divine
Of noble natures gone.

- James Russell Lowell.

The lovely things men build in the days of strength are but the reproduction of the lovely thoughts that were whispered in their hearts in the days of tender youth.

—Selected.

DECORATIONS.

The sink, porcelain lined to prevent rust, is 3 feet long by 1½ feet wide. The water pipe conducts to the exterior of the building. The statuary and plants were placed there by the teachers. It makes a very attractive drinking place where good pure water is secured. The cost for tank and sink was $12. Most district schoolhouses I am acquainted with have a small passage way at the entrance where a tank and sink may be placed, thus taking the water out of the schoolroom proper.

Even if the tank and sink must be put in one corner of the schoolroom it can be screened with a curtain; either way is infinitely superior to the open pail among dinner pails, wraps, overshoes, broom, washpan, fragments of lunch, etc.

The tank should have fresh water twice a day at least and always be emptied at night, so there would be no danger of freezing in cold weather.

—*Suggestions by O. J. Kern.*

Flowers should abound in the schoolhouse grounds. They are among the best educators, for they develop taste and a love for the beautiful, and make men sensitive to the attractive and lovely, in town or country, in field or forest. . . . The young farmer attending the district school could readily be taught what a plant gets from the soil and what it gets from the air. The several grasses could be planted and their office in filling the soil with humus, enabling the soil to retain moisture, could be explained. The legumes—peas, beans, clover and alfalfa—could be grown in the schoolhouse yard, and during recess or at the noon hour the teacher could interest the students by digging up a young pea or clover root and showing the nodules, whose office is to bring the free nitrogen from the atmosphere and fix it in the soil.

—*Secretary James Wilson.*

The planting of a sapling is a trifle in expense. There it grows and costs nothing but time. Every tree is a feather in the earth's cap—a plume in her bonnet—a tress upon her forehead. It is a comfort, an ornament, a refreshing to the people. It is a virtue to set out trees. It is loving one's neighbor as we love ourselves. Set out trees, not to make your home outshine your neighbor's, but for him to look at and walk under and to beautify God's earth, which He clothes with trees.

—*Nathaniel Peabody Rogers, "Herald of Freedom," Concord, N. H., Aug. 6, 1841.*

The environment of the child may be made a permanent influence in moulding taste. The colours of the walls and the wall decorations should be artistic; both school furniture, decorations and the building itself should be marked by proportion and simplicity of design; the school should be clean and bright; the furniture orderly arranged; the teacher's dress in good taste. The presence of a few plants and flowers also has a refining influence, and speaking generally the addition of anything that is pretty, graceful or attractive should be utilized. Owing to the plastic nature of the children these first impressions are very important.

—*Dexter and Garlick.*

Children are quick to notice contrasts and to make comparisons. They will compare their dusty, dirty, dingy, smoke-begrimed schoolhouse, with its broken plaster, rusty stove and rough knot-protruding floors, its broken, rattle-trap desks and dirty windows,

with their mother's clean, neat, tidy kitchen, with their parents' homes where comforts and conveniences are multiplying, where plate glass windows, cedar trees and other evidences of prosperity and care and forethought attract one's eye as he drives from one schoolhouse to another.

—Wm. K. Fowler,

DRAWING.

A help to see the picture which the sentence suggests is the picturing with the pencil. The imagination works more definitely, and the words grow to have definite meaning, as the child pictures his thought. This suggests profitable busy-work for primary grades.

—Sarah L. Arnold.

Allow pupils from the beginning to attempt drawing from real objects instead of from pictures on the flat. Drawing a leaf from the flat copy is only a makeshift compared with sketching the outline of a real leaf placed on the desk right before the eyes of the child.

—John Swett.

SINGING.

Plato said: "Music is a moral law. It gives a soul to the universe, flight to the imagination, a charm to sadness, gayety and life to everything. It is the essence of order and leads to all that is good, just and beautiful." Luther said: "Music is one of the best arts. It drives away sadness, quickens and refreshes the heart. It is half the discipline, and makes men more gentle, more modest and sensible. A schoolmaster must know how to sing, else I will have nothing to do with him." Mr. Gladstone is quoted as saying: "They who think music ranks among the trifles of existence are in gross error, because from the beginning of the world down to the present time it has been one of the most forcible instruments both for training and arousing and for governing the spirit of man."

—F. F. Churchill.

Teach the children to sing our national hymns. And when they sing "The Star Spangled Banner" or "America" the entire school should stand as a token of patriotism.

—From an Address.

The highest results cannot be reached, especially with children who do not hear good music outside of the school, unless the instructor or other persons interested provide for the occasional execution of good music in the schoolroom. This is consistent with the idea consistently stated that the development of the musical sense and the ability to enjoy music is not second in importance to the power to execute, considered in its general application, inasmuch as while few will attain such skill in the rendition of music it is desirable that here in America, as in Germany, all the people become lovers of music.

—S. T. Dutton.

Questions for Examination

1. What do you understand by the term Nature Study?
2. How is patriotism best taught?
3. What ends are to be kept in mind in temperance instruction?
4. What reasons may be given for the introduction of singing as a study in our schools?
5. In training children what use can be made of their natural love for the beautiful?
6. Describe an ideal schoolhouse and grounds.
7. Contrast two schoolrooms; one decorated and one undecorated.
8. What value has drawing as a branch to be taught?
9. Speak of music as an aid in school discipline.
10. What ought the country school to do for the boy on the farm?

Suggestions Worth Thinking About

1. Who was Col. Francis W. Parker?
2. How far can a person who has neither voice nor ear teach music?
3. Are you afraid of fads?
4. Am I willing to expend a little of my salary in decorating my schoolroom?
5. Am I careful to recognize in any pupil a sense of beauty and harmony as seen, for instance, in the arrangement of a bouquet of wild flowers?

CHAPTER XII

THE RECITATION

The Life of the School

A good recitation is one of the best tests of the pupil's moral character. It gives him an opportunity to describe himself.

-William T. Harris.

A good recitation is the real test of the school. It shows, as in a mirror, the interest, skill and information of the teacher, and the work done by the pupils.

—George Howland.

Give laggards and dullards a chance. After a pupil has made two or three failures call on another pupil to do the work, but do not forget to give the one who made the failure another trial.

—J. N. Patrick.

Good methods of teaching are important, but they cannot supply the want of ability in the teacher. The Socratic method is good, but a Socrates behind the teacher's desk to ask questions is better.

—Thomas M. Balliet.

THERE are three factors concerned in the recitation: the lesson, the class, the instructor.

The recitation.

The lesson may be too difficult, or not adapted to the present wants of the class; the pupils may be dull, or willfully idle; the teacher may be too learned, or too ignorant, or indifferent; and the recitation fails from one or more of these causes. In fact, at times all these faults are plainly to be noted as the cause of an insufferably dull recitation.

Let us note these factors in the order named.

It is vain for us to talk of discarding text-books. The main point is to know how to use them so as to get the most out of them for the class. In assigning

the lesson upon which the recitation is to be based, the teacher should have regard: (a) to the age and ability of the pupils in the class; (b) to the difficulties which will need careful study and explanation; (c) to the amount of mechanical work required, as solving examples or preparing manuscript; and (d) to the number and length of other lessons which the pupil must prepare. *The lesson.*

The last two points should have more attention than they usually receive. Sometimes the arithmetic lesson embraces one or two pages of examples, and the work must be brought in on paper. The examples are very easy, but it takes time to solve them. A long history lesson is assigned, without regard to other work. In schools in which special teachers are employed, pupils often have a right to complain: "She doesn't seem to think we have any other lessons to learn." Other matters, also, must be taken into account, such as the physical conditions of the class and the amount of home duties which parents may rightfully exact from their children. In fact, the assignment of lessons demands a careful adjustment of requirements to the conditions of home and school life.

After listening to the attempts of a class to recite and noting the failure of the majority to comprehend, in the slightest degree, the subject of the lesson, I heard the teacher say: "You may take to the middle of page ninety-five next time. The class is excused." At recess I purposely drew the teacher into a conversation upon the assignment of lessons, and she explained the machine to me in this way:

"Our term's work is from page 116 to page 226. I divided the number of pages, 110, by 12, the weeks in the term. Then I divided this by the number of school

days in the week, and that gave me the average length of the lesson." "How long have you followed this practice?" "Ever since I have been in this grade—three years." "Do you mean to say that the lesson assigned to your class to-day is exactly the same as you assigned your class a year ago?" "Why, certainly it is. This book goes out at Christmas to make room for another study."

Oh, the terrible machine; how it grinds on and on, crushing the children between its merciless cogs, in the meanwhile stifling thought and killing enthusiasm in the poor teacher who is forced to turn the crank!

Whatever day
Makes man a slave, takes half his worth away.

I have dwelt at some length upon this point because it is so seldom brought to the notice of teachers. A wise determination in the quantity of matter assigned for each lesson is one criterion of a thoughtful teacher. I have named the details to be considered in assigning the lessons. They are worthy of careful thought and attention.

There are two conditions under which the lesson may be re-assigned. First, if it is evident that the pupils have not made an honest attempt to master it, they may be sent to their seats with a reprimand more or less severe, as circumstances demand. In no case should the pupils be allowed to make use of the teacher as a crutch, by the aid of which to hobble over the ground.

Re-assignment of lesson.

Second, the same lesson may be assigned for farther study, after the explanations given by the teacher have thrown additional light upon some difficult points which proved to be beyond the pupils' ability to conquer without help. In many cases the period allotted

to the recitation may be profitably spent in explanations and suggestions, and in carefully working as a member of the class—a class leader, as it were—especially when the subject seems very intricate or dry. But the recitation, when repeated, should be the work of the individual pupil, and should determine how much he has profited by your assistance. The aim should be to aid the pupil in the direction of more intelligent study of the lesson.

The class.

The second factor is the pupils, or the class to be instructed. The pupils in the class must be convinced that a good recitation is their gain, and a poor recitation is their loss. They must comprehend still further that a competent recitation is always the fruit of diligent and intelligent study on their part. I use the word *intelligent* designedly, as you will see when you read what I have to say in discussing the next point.

A recitation is simply a reproduction of that which the pupil has acquired and retains in his mind. There is nothing complicated about it. It requires an application of attention, memory, and expression. The character of the recitation will vary with the development of these qualities in the mind of the individual pupil. One pupil will give you a memoriter recitation, and another will give the recitation in his own words. Which one understands the lesson the best you can determine for yourself when the recitation is over.

The practice of letting pupils question each other during the recitation and ask for explanations from their fellows has much to commend it, especially in the upper grades. It induces thought, and adds to the pupil's power of expressing his ideas. Under such a drill the habit, which so many form, of learning the

very words of the book will disappear as the incentives to originality increase.

The recitation should do four things for the pupil: (a) It should determine his knowledge as obtained from the book used by the class; (b) it should be the means of making clear to him points which need explanation; (c) it should convey to him information not in his book; (d) it should afford him the medium of measuring himself with his fellows.

Individual and class instruction.

Individual instruction has its advantages, but class instruction is superior as an agent for awakening interest and inciting to exertion. Yet a large amount of personal instruction must be given in every good school. The lazy must be stimulated, the indolent aroused, and the dullard encouraged and aided in his efforts to keep up with his class. In a large class there is little opportunity during the recitation for work with individual pupils. To attempt it is to throw the class into disorder and to cultivate habits of inattention on the part of the brighter pupils. You must not neglect personal instruction, but how and when to give it must be determined by circumstances.

Sometimes an older or more mature pupil may be called to your rescue, with advantage to all concerned. Upon this point Dr. Harris says, in the Report of the Committee of Twelve upon Rural Schools: "Limited entirely to ungraded schools and to teachers with disciplinary power, the older pupils may profitably be employed to help in the work of the school. But they should not take up any work continuously—it should be occasional, inasmuch as every thread of the school work must come under the eye of the schoolmaster. If he has asked an older pupil to explain a point in

arithmetic to a dull pupil, the latter will show the degree of efficiency of that help in the first recitation after it."

The limitation made by Dr. Harris to ungraded schools may be removed in cases in which the number of pupils in the class is unreasonably large, as it is in many of our smaller towns and cities. I once saw a case like this in a large school: The class in arithmetic was at the board. After the teacher had explained a typical example to the pupils they turned to the board for work. One little girl seemed hopelessly confused; she was slow in her comprehension. The teacher said to a little boy who had finished his work: "John, May is in trouble; see if you can't help her." John stepped quietly to May's side; they conversed in low tones until the example was finished, and he returned to his place. The puzzled expression passed from the girl's face, and throughout the remainder of the recitation she had no difficulty in her work. Sometimes a child can help a child better even than the teacher can.

Not limited to ungraded schools.

The remaining factor is the teacher. (See page 12.) Time should be given, near the close of the recitation, to prepare for that of the next day. This preparation should consist in pointing out those items which may likely need especial study, and sometimes in giving a partial explanation of them. The effort should be made by the teacher to show the connection between the lesson just recited and the one to follow. When the pupils of the class go to their seats, they should have fixed in the mind a definite idea of what will be expected of them to-morrow.

The teacher.

This will lead to that intelligent study to which I referred in a preceding paragraph. (See page 18.) To

study intelligently is to have constantly in mind an aim, a purpose, an ability to accomplish the end sought. It is a part of your legitimate work to prevent aimless study. This you can best do by directions and suggestions tending to concentrate attention upon the most important or material parts of the lesson.

The best method for you to use in any recitation is that by which you can awaken the greatest interest in the subject. The method must be adapted to the personality of the class. In the first place, study the subject; then study the class individually and in the aggregate, and methods will suggest themselves. It is rarely that a student of devices only is a good instructor. Our text-books are full of devices designed to lessen the work of the teacher and to hasten the progress of the pupil. But it is just as necessary that the teacher should think as it is that the pupil should. This multiplication of devices does more than any other thing to give us rote teachers, who take the road the guide-board points out, and who are lost at once if the guide-board is missing. A blind, persistent study of devices in the school, and at the institute, destroys the germs of originality on the part of the teacher. This in turn prevents the development of his individuality, and quenches the teaching spirit. (See page 13.)

It is essential to a good recitation that the teacher should be a leader in thought. He has the advantage of superior knowledge; he sees the essential parts of the lesson more clearly, and has a mind better trained to observe, compare, and conclude. But this must not prevent him from being a co-worker with the class. The best teacher is a member, for the time being, of his class, enters into all difficulties, and

rejoices in every success. "I am with you," is wonderfully stimulating to the pupils.

Teach the pupil the art of study, and everything besides becomes easy to him. But to do this you must sometimes study *with* him; never *for* him. In difficult places you may go before him with a lantern, but never behind him with a whip. If he slips, help him to rise; if he mistakes, set him right; if he becomes discouraged, lend him a helping hand; but do not carry him in your arms, lest you make a child of him; and do not reprove him too severely, or chide his dullness, lest you make him a slave.

Teach the art of study.

Read what Roger Ascham, an old English schoolmaster, says: "When the child doeth well, either in the choosing or true placing of his words, let the master praise him, and say, 'Here ye do well!' For I assure you there is no such whetstone to sharpen a good wit, and encourage a will to learning as is praise. But if the child miss, either in forgetting a word, or in changing a good with a worse, or misordering the sentence, I would not have the master frown, or chide with him, if the child have done his diligence and used no truantship. For I know, by good experience, that a child shall take more profit of two faults gently warned of, than of four things rightly hit." (See page 170.)

The teacher who understands the true nature of the recitation will readily see the necessity of becoming a good listener. Let the child finish what he has to say in answer to a question, and do not interrupt him with hints or suggestions. The proper time for the teacher is when the pupil is through. Neither should pupils be allowed to inter-

Teacher a good listener.

rupt each other in reciting. Here is a splendid opportunity to inculcate good breeding. Nothing is more awkward and nothing can be more embarrassing than for one person to interrupt another in conversation.

The pupil should not be able to judge of his work from any indication on the part of the teacher or members of the class, until he has completed his answer. Any other course tends to confuse him, to hinder him from giving clear expression to his thoughts, and to destroy his confidence in his own ability. If the progress of the class as a whole seems slow and unsatisfactory, do not let the pupils think that you are discouraged. Nothing so disheartens a class as a dispirited teacher.

One part of the teacher's work is to hear the recitation, and it is the part of the pupils to make the best recitation possible under the circumstances. Explanations, suggestions, questions, fuller information, should come at the appropriate time after the pupil has been tested as to the amount of preparation he has made. Dr. Harris says that "a good recitation—a class recitation—enables the teacher to show each pupil how his lesson that he has worked on looks in the minds of his fellow pupils, so that he learns just as much by hearing his fellows recite as by reciting himself; and if there is no text-book, that cannot be done." As he progresses, however, the pupil ought to gather this knowledge of how the subject looks to others in the class, without directions from the teacher.

This suggestion from Dr. Harris is very wise and exceedingly practical. To be able to look at questions from the standpoint of others is a valuable acquisition, and sometimes it is a safeguard against drawing wrong

inferences or arriving at unwarranted conclusions. It makes the man more charitable and more tolerant of the stand taken by others. The recitation, if rightly conducted, affords, with older pupils, an opportunity to inculcate an honest respect for the opinions of their fellows, which will follow them into after life.

What then is the purpose of the recitation? How may the recitation be made to subserve its purpose? Those two questions must naturally be discussed together, as each depends so largely upon the other. To recite is to rename, or recall. I cannot recite that of which I have no knowledge. The first step, then, is that of preparation. The recitation is to be confined to the matter contained in a certain number of pages, or matter grouped under a given topic. The pupil is to recite, or recall, all that he has been able to gather from these pages. The recitation exercises his memory, his expression, his ability to reproduce in his own words the thoughts of others, his powers of concentration, and his habit of attention. *Preparation.*

A good recitation embracing all these points is the result of right habits of study. Without diligent study of the lesson on the part of the pupils there can be no good recitation. Consequently, the teacher who refuses to hear a recitation which the pupils have not attempted to prepare has a correct understanding of the situation. But, on the other hand, certain duties connected with the recitation appertain to the teacher. Preparation from the teaching standpoint is most desirable. To study a lesson with the view of *teaching it to* a class is very different from studying it with the view of *reciting it in* the class.

Here is the point of failure, many times. The teacher is prepared to recite, and does recite for

the pupil when he fails, but is not prepared to illustrate, suggest, or explain so as to interest the pupil and at the same time stimulate him to do his best for himself.

The next time your class fails in a recitation don't be in haste to charge it up to dullness, or even to idleness. Possibly the fault is with you. At any rate, the suggestions thrown out will bear thinking about. (See page 72.)

It will be well for you to keep in mind these three principles, which are universally recognized: unity, thoroughness, and the spirit of inquiry.

Unity.

The recitation should not be a detached exercise, as it is in many schools. The connection between the lesson in hand and those preceding it should never be overlooked. So, too, the way should be left open for connecting the lesson in hand with those which are to follow it. You are to consider, not the unity of the recitation, but the unity of the subject. Hence the value of frequent reviews is not only to fix what was learned yesterday, but to aid the pupil in the mastery of to-day's lesson. This element in conducting the recitation is seldom called to the attention of teachers. One reason why pupils fail in term examination is because they have learned each subject by piece-meal, as it were, and have no well-defined, clear conception of it as a whole.

The high-school teacher complains that the pupils from the grammar grades have not been well instructed; the college professor makes a similar charge against the students who come from the high school; and the college graduate finds that his knowledge is not available in active life. The same reason applies to each case. The entire process of instruction has been frag-

mentary, disjointed, and mutilated. It is impossible to construct an enduring conception of any subject thus learned in fragments.

Before the lesson in hand is passed by for the next, the pupil should comprehend its meaning as far as possible at that time. Insist upon thoroughness, but not to the extent of causing weariness in the child's mind. Make sure of certain points and then you may leave others to be cleared up in the review, or even to be explained by succeeding lessons. Lay aside a subject before you exhaust it if you do not intend to kill all interest in it on the part of the children. *Thoroughness.*

"How far shall I insist upon thoroughness?" is a question to be answered in connection with the ability of the pupil's mind to comprehend. Do not attempt to measure his ability by yours. This wrong idea of thoroughness, that before a child is allowed to drop a subject he must grasp all its bearings—in fact, understand it as well as his teacher—has caused an immense amount of waste in education. Read the extract from Hinsdale's *Art of Study*, at the end of this chapter. It will help you to understand this subject of thoroughness in a practical way.

Thoroughness is often but another name for dullness; and most irksome dullness at that. Thoroughness in its true sense does not consist in knowing everything that is to be known about a subject, but rather in knowing well whatever you do know. To attempt to cover an entire subject in a given time is really an enemy to thoroughness. This practice of regarding quantity rather than quality has led to overloading courses of study, to the great detriment of sound learning. The teacher should insist upon clear ideas and clear think-

ing to-day, in order that there may be clearer ideas and clearer thinking to-morrow.

Upon this matter Roark, in his *Methods in Education*, says: "The rule of the first importance in drilling is that the *interested consciousness* of the pupils must be evoked throughout the exercise; mere dull monotony of repetition is not drill. Gain in power and skill is made in the same degree in which—to use Matthew Arnold's fine phrase—'*consciousness permeates the work*.'

"It is in violation of this rule that pedagogical crimes are committed in the name of 'thoroughness.' To have the pupils thresh over the old straw of their learning is not to secure thoroughness. The strong distaste for some studies or portions of subjects that results from such work seems to close the pores of the mind, so to speak, and thus effectually prevents such a 'soaking in' of the matter as is essential to true thoroughness. Drill must be stimulative, not deadening."

The teacher should seek to arouse in the pupil's mind such a spirit of inquiry, and of self-activity, that he welcomes new ideas; and, through assimilation with those already held in mind, comes at last to a comprehension of the subject as a whole. This is one criterion of a successful recitation—that the mind of the pupil be left in a receptive condition, eager for to-morrow's lesson.

Spirit of inquiry.

The most alarming feature about the recitation, as universally made, is its deadness. Cold, pulseless, without the breath of life to quicken its features, it is laid away at its close, and no reference is made to it by friend or foe. The dead past is allowed to bury its dead. (See page 34.)

The object of the recitation is not simply to awaken

a transient interest; it is to stimulate, to feed, to keep alive, so that the growth of the mind may be steady, progressive, and perpetual. Unless to-day's recitation throws light upon that of yesterday, there is small hope that to-morrow's lesson will aid in understanding that of to-day. In the light of yesterday, to-day, and to-morrow, the recitation should become a unit.

Study carefully the following propositions taken from the proceedings of the Wisconsin Normal Teacher's Institute.

"Prop. 1. The teacher must have in mind a definite purpose, or purposes, to be realized in the recitation.

"Prop. 2. He must have in mind the things which must be known, or the steps which must be taken, in order that the purpose may be realized.

"Prop. 3. The teacher must determine what of these things the pupil now knows or can do.

"Prop. 4. He must thus determine what of the things indicated under Proposition 2 the pupil still has to learn or do, and the order in which they should be known or done."

The mechanics of the recitation.

Other points must not be neglected. The place in the room assigned for the class to stand or sit should be carefully selected. It should not be in the rear of the room, because both teacher and class must then talk over the heads of the pupils studying at their desks. It should be where the teacher can command the eye of every one in the class, and yet it must not obstruct the view which he should have of the school.

The attitude of the teacher toward the recitation determines its character. You cannot hope to obtain a good recitation if your whole soul is not in the work of that hour. The personality of the teacher is shown

in the recitation more than in government or discipline. Attention and interest on the part of the teacher will generate the same attributes in the pupils.

The recitation must be adapted to the individual capacity of the child. The boy having a good command of words will impress the hearer with the idea that he knows it all "and more too." The hesitating, timid girl will convey the impression that she knows but little, and yet a few searching questions will reveal the fact that she really has the better comprehension of the lesson.

One of the most important factors in conducting the recitation is the eye of the teacher. Stand in such a position that you can see every member of the class during the recitation. Look in the faces of the class reciting, and you can judge of the real interest which the lesson awakens, by the changing expression of countenance on the part of different members.

Also by the tones of his voice, the teacher expresses what is going on in his own mind, his interest or lack of interest, his attention or inattention; in fact, the teacher, at the time of recitation, reveals himself by his voice as in no other way. Train your eye to see and your voice to express, if you expect to awaken the enthusiasm and attention necessary to a recitation productive of the most good.

The art of questioning.

Some one says that to question well is to teach well. This art, so desirable for the teacher, cannot be attained without much care and study. Consider that the questions must be pointed, concise, and definite. It is a sorry comment upon your methods when the pupil replies to your question, "I don't know what you mean." It is true that the question should not contain in itself

the answer, or suggest the answer to the pupil, but it is equally true that every reasonable question should be stated in terms familiar to the class, and should have relation to some portion of the lesson under consideration.

There are three kinds of questions which you will be called upon to use in the class. First, there are those intended to aid you in ascertaining the amount of honest effort which each pupil has made to master the lesson; next, you may ask questions in order to make clear points which need explanation, and also to give information not in the text-book; finally, are the questions which reach back into yesterday's recitation and enable you to judge whether this lesson connects with those preceding it, whether your explanations were understood, and whether the recitation as a whole has made an enduring impression upon the class. The questions last mentioned will afford you a good method of proving your own work.

In asking questions these directions will be of help to you:

1. Do not point at the pupil from whom you desire an answer.

2. Do not repeat a question for the benefit of the inattentive pupil.

3. State your questions in language easily understood.

4. Wait a moment for an answer, if the pupil is dull of comprehension.

5. Do not allow pupils to try twice in answering one question.

6. Look steadily at the pupil who is answering, and require him to look at you.

The written exercise has a value of its own. No

pupil is well taught who is not occasionally subjected to the test of answering in writing questions pertaining to the lesson for that day. Such an exercise tends to make the pupil independent of the teacher, aids in cultivating language, and fixes knowledge permanently in the mind. Oral and written recitations each have advantages, and neither should prevail to the exclusion of the other.

The written recitation.

Read in the notes what Dr. White says regarding the attempt to teach by the inductive method only. Study it carefully, for it is full of suggestions. The recitation offers the means of imparting a certain amount of information directly, and this is by no means an unimportant phase of the exercise.

In conducting the recitation you will find occasion to employ your knowledge, your skill, your ingenuity, if you expect to make it

The Life of the School.

Quotations Worth Reading

RECITATION.

The object of the recitation is:

1. To find what the pupil knows, to prepare him for instruction.
2. To discover his misconceptions and difficulties.
3. To secure the activity of his mind, and his full coöperation.
4. To test the result and outcome of what you have taught.
5. To determine the pupil's readiness or ability to go on.
6. To test yourself as his teacher.

—*J. G. Fitch.*

It is the recitation, with its direct and indirect influence, which makes a pupil an independent, courageous student, or a hopeless beggar.

—*Selected.*

THE LESSON.

In order to assign a lesson well the teacher must not only know the text-book used but must know the subject also.

—*Ruric N. Roark.*

The first thing to be considered is that the pupil shall be ready

for the lesson, or to reverse the form of statement, that the lesson shall be adapted to the pupil.

—*B. A. Hinsdale.*

To assign the lesson in accordance with the ability of the class to acquire, requires judgment, knowledge and a large share of common sense.

—*Selected.*

THE CLASS.

No teacher can make good scholars who does not manage the recitation skillfully. It is in this he will need his greatest tact, for he has much to lose or much to gain. If he fail he will have taught his pupils to hate school and study, will have paralyzed their efforts to learn, and will have created habits that must continue to cripple their energies through life. If he succeed, he will have the proud satisfaction of seeing the budding faculties of the human soul bloom under the culture of his hands, and happy hearts made wiser and better, will thank him for his kindness and care.

—*J. P. Wickersham.*

Class work enables the pupil to compare himself with others; but more than this it enables the teacher to see the child as nature has made him,—ambitious or indolent, honest or tricky, frank or deceitful, jealous or rejoicing in the success of his mate. Child nature is revealed in the class as it is nowhere else.

—*Selected.*

THE TEACHER.

"What thou dost not know thou canst not tell." What a teacher knows superficially he teaches superficially. As no one can teach all he knows so one must know a subject thoroughly before he can teach it thoroughly.

—*J. N. Patrick.*

In considering a teacher's qualifications the power of exacting an interest in the *recitations* of his school may not be overlooked. No man can be successful for any length of time without this. This comprises what is usually implied by aptness to teach.

—*David P. Page.*

Let me put this before you. Your class is reading history. They come across the narrative of the battle of Marathon; the lesson-hearer examines them on the facts and puts at the top of his class the boy who writes them down most accurately from memory. Well, what has he written down? an auctioneer's catalogue of a series of actions.

—*Edward Thring.*

The aim of the teacher should be to make himself useless. In other words, the school should aim to lift the pupil to the plane of an independent thinker, capable of giving conscious direction to his intellectual life and of concentrating all his powers upon anything that is to be mastered.

—*Nathan C. Schaeffer.*

UNITY.

No recitation should be conducted as complete in itself; each lesson should be fitted on to what has preceded and to what is to follow. Each recitation should begin with a brief review of what has been gone over recently, and should close with a "preview" of the next.

—Ruric N. Roark.

Another common mistake in giving lessons is the attempt to teach by the inductive method knowledge which can only be taught directly. The facts of history and biography, and some of the facts of geography and other elementary branches can only be taught directly, and the attempt to teach such knowledge by inductive or other indirect process is a waste of time and effort.

—Emerson E. White

As a means toward these ends the pupil should have learned some portions of the subject-matter in an exact form, and should reproduce the substance of the lesson in his own language.

—W. H. Payne.

THOROUGHNESS.

First, it must be taken into account that the word "thoroughness" has no fixed meaning, but is a relative term. Thoroughness at one time and place is not thoroughness at another time and place. Thoroughness in one person is not thoroughness in another person, and thoroughness in the same person is not the same thing at different times.

—B. A. Hinsdale.

One of the main problems in teaching is how to get things remembered that are useful but not interesting. The ordinary instance is the multiplication table. This is acquired by repetition, and nobody who has not taught knows what a tremendous amount of repetition is required.

—R. H. Quick.

Child study will perhaps find its most profitable field of investigation in the matter of arrested development. If it can tell the teacher how far to push thoroughness toward the borders of mechanical perfection, and where to stop just before induration and arrest set in, it will reform all our methods of teaching. And it can and will do this. The new psychology, in its two phases of direct physiological study of brain and nerves, and its observation of child development, will show us how to realize by education the ideals of the highest civilization. The prolonged infancy of man will be in less danger of curtailment through vicious school methods.

—William T. Harris.

INQUIRY.

There is no calling more delightful to those who like it; none which seems such poor drudgery to those who enter upon it reluctantly or merely as a means of getting a living. He who takes his work as a dose is likely to find it nauseous.

—J. G. Fitch.

It is said that Dr. Arnold, of Rugby, was once asked why he spent several hours daily in his study, preparing lessons which he had taught for years, and that his answer was, "I wish my boys to drink from a running stream, and not from a stagnant pool."

—Emerson E. White.

An ignorant man has been defined as one "whom God has packed up and men have not unfolded." The best forces in such a one are perpetually paralyzed. Eyes he has, but he cannot see the length of his hand; ears he has, and all the finest sounds in creation escape him; a tongue he has, and it is forever blundering.

—Newell Dwight Hillis.

QUESTIONING.

First, however, we may be fitly reminded that the art of putting questions is one of the first and most necessary arts to be acquired by a teacher. To know how to put a good question is to have gone a long way toward becoming a skillful and efficient instructor.

—Selected.

WRITTEN RECITATION.

What an eye-opener a searching written examination would be in schools where teachers talk and explain much, and the pupils recite very little; where the instruction is given largely in the form of running talks without a halt to test results!

—Emerson E. White.

There are several good ends to be gained from a written recitation that are not reached by the oral. (1) It gives a drill in rapid writing, making the pupils use penmanship only as an *instrument*. (2) Writing a recitation accustoms the pupils to spell by *eye*. (3) Through a written recitation each pupil may be tested upon the whole lesson. (4) Writing the recitation affords a training in one of the most valuable forms of expression.

—Ruric N. Roark.

Questions for Examination

1. What is the meaning of the word recite?
2. Name the three factors concerned in the recitation.
3. What cautions are mentioned in connection with assigning the lesson?
4. What advantage has class recitation over individual instruction?
5. What is the relation of the teacher to the recitation?
6. Name the three principles which are generally recognized.
7. What is the object of the recitation?
8. In what respects is the written recitation sometimes advantageous?
9. What is your idea of the meaning of "being thorough"?
10. In the light of this lesson what, in your mind, constitutes a good recitation?

Suggestions Worth Thinking About

1. In what respects are recitations in my school defective?
2. How am I accustomed to treat dull pupils?
3. Do you ask the pupil to explain to you as if you did not understand?
4. In what cases may a memoriter recitation be accepted?
5. The mechanics of the recitation, how can they be abused?

CHAPTER XIII

ORAL INSTRUCTION

By Man's Voice the Heart is Stirred

The living word is the most powerful agent of instruction.

—*Rosenkranz.*

The living voice gives richer nourishment than reading.

—*Quintilian.*

Every addition to true knowledge is an addition to human power. While a philosopher is discussing one truth a million may be propagated among the people.

—*Horace Mann.*

Oral instruction presupposes on the part of the pupil: (a) willingness to learn; (b) capacity or ability to learn; (c) manifest interest in the subject before him. It also presupposes on the part of the teacher: (a) superior knowledge; (b) familiarity with the subject; (c) ability to communicate knowledge; (d) ability to adapt knowledge to the mental capacity of the pupil.

—*Selected.*

A PRACTICAL age demands practical aims in education, as in everything else. To think, to speak, to act with accuracy, judgment, and promptness, to hold all the intellectual powers in subjection to the reason and the conscience is the education demanded by the American people.

The subject stated.

The question of greatest interest to the teacher is not how to teach, but how to teach each branch so that it may best minister to the mental growth of the child. Improved methods of instruction should not have reference to the adoption of some favorite device or scheme, which too often is only learning to ride some other person's hobby, but to conducting the education of the child in

accordance with the constitution and laws of his being. We have attempted long enough to find out by experiment what methods may be successful. It will be a step in advance when educators study to know what must be successful, as settled by fixed and determined laws. The exacting spirit of the times is scrutinizing our educational work,—is trying it as by fire, whether it is built of wood, or hay, or stubble. If we expect to meet its demands, we must formulate our educational principles in terms intelligible to the common mind. Our courses of study, in their arrangement, in their subject matter, and in their presentation to the pupil must be in accordance with the most pressing wants of the child. He who works upon marble may spurn as worthless the chips which accumulate about his block; but the workman who works upon fine gold, gathers up as precious the very dust which falls under his file.

Growth of oral instruction.

In response to the demands of the times outlined above, there has of late years been a marked tendency to regard the power to do good oral work, not alone in the primary, but in all grades, as one of the best and surest criterions of a competent teacher. The ability to thus instruct independently of the text-book, or at times in connection with it, distinguishes the best system of schools in Europe, and the normal schools of our own land are giving it more attention every year. A progressive teacher will always find pleasure as well as profit in cultivating on her own part the power of expression, so that she may be ready in illustrating the lesson, and apt in exciting interest in the minds of her pupils.

Certain things are necessary to good oral work. First, the teacher who essays it must have absolute power over himself, mentally as well as bodily. Other-

wise it is impossible to control the class, and hold the attention of the pupils to the matter in hand. The room must be quiet, and the pupils at their desks furnished with plenty of employment, that during the time of recitation the teacher may be free from the burden of discipline.

Nature of oral instruction.

Above all other wórk, oral instruction calls for close attention and concentration of thought. Hence the recitation periods should be short, especially when the pupils are young. The moment interest begins to lag, and a stage of fatigue is reached, the work should stop. If persisted in, after this, even to finish out the lesson, the children are sent to their desks tired and disgusted, and half the work must be done over at the next recitation. The duration of oral instruction must be determined from the pupil's standpoint, rather than the inspiration of the moment. Meaningless talk which has no objective end is a waste of the pupil's time.

Make at least one point plain and implant it permanently in the mind of the child. It is necessary to awaken interest and fix attention, but we must, at the same time, cultivate language and expression. To amuse the class is not the object of oral lessons. The subjects should be selected with care; the preparation should be thorough, and made with a view of presenting the subject in language adapted to the child's mental development.

Interest only one of the factors.

Do not take the assent of the child as a sure indication that the oral work is well done. Very often the child, in order to get away from the class, or perhaps because of a disinclination to appear dull, will assent to everything you say. You cannot be sure of having attained your purpose until you gain from the pupil

a clear re-statement or reproduction of your explanation, given in his own language, not necessarily in yours. Sometimes a few questions will open the eyes of the teacher to the fact that the work of explanation has not been well done. It is not always the child's fault that he fails to understand.

Oral instruction is the best possible means of breaking the dead routine of the schoolroom. It can be made to impart life to what would otherwise be a dead recitation. Through it the teacher stimulates the child's mind to present action, and awakens a desire for further investigations.

Purposes of oral instruction.

Donald G. Mitchell, in one of his books, says of Shakespeare: "No, no; this man did not go about in quest of newness; only little geniuses do that; but the great genius goes along every commonest roadside, looking on every commonest sight of tree or flower, of bud, of death, of birth, of flight, of labor, of song; leads in old tracks, deals in old truths, but with such illuminating power that they all come home to men's souls with new penetrative force and new life in them. He catches by intuition your commonest thought and my commonest thought, and puts them into new and glorified shape."

Mrs. Browning in Aurora Leigh says:

> . . . Earth 's crammed with heaven,
> And every common bush afire with God;
> But only he who sees takes off his shoes.

Another purpose of oral instruction is so to interest the pupil in the subject that he may be willing, and even anxious, to learn. Every day's work should increase his capacity or his ability to master the lesson of the next day. It is too often the fault of oral

instruction that there is no growth in it. One teacher succeeds where another fails, in oral work, not because he knows more or is better prepared, but because he has cultivated the ability to stand before his class and impart knowledge. Joined with this there must always be the skill to adapt the knowledge which the teacher possesses, to the mental capacity of the pupil. Because a teacher knows a certain point and sees it clearly himself, is not a sign that the pupil understands it or grasps it.

The preparation of the teacher must also have regard to right use of language. This includes more than the grammatical construction of sentences, although that is very essential. Simplicity, the employment of short words which are of common use and within the child's vocabulary; conciseness, an avoidance of any redundancy of words; clear expressions, such as are easily comprehended, are some of the essentials to be studied by the successful oral instructor.

Language of teachers.

Some one says of a writer: "He touches the daisies and the roses with tints that keep them always in freshest, virgin, dewy bloom; and he fetches the forest to our eye with words that are brim full of the odors of the woods and of the waving green boughs." The skillful teacher can do all this. It will not do, however, for him to depend for his language upon the inspiration of the moment. If he does he runs the risk of a bad failure.

As a general thing, technical terms are to be avoided, especially with young children. Yet the teacher should not go too far out of his way to avoid such terms, when their use would be preferable. Whenever new words are used, every possible pains should be taken to make the

Avoid technical terms.

children familiar with them, so that they may recognize them when used again. It is especially necessary in oral work that you make sure of the ground as you go over it the first time. It is one of the advantages of oral instruction that the teacher goes straight to the mark, and avoids the round-about ways which confuse and weary the child, if they do not disgust him with all learning.

The following, taken from an English work, illustrates the point:

"Once upon a time, for instance, a master was about to give a lesson on marble to some small boys, and began, for some occult reason, by asking his class to tell him the names of various stones. He thus elicited hearthstone, blue-stone, granite, kerbstone, sandstone—everything but marble. At last he tried another tack. 'Did you ever,' he asked, 'go for walks on Sunday—in the churchyard?' 'Yes, sir,' said a little boy. 'And what do you see there?' 'The tombstones.' 'Well, don't those remind you of another kind of stone? Think, boys, think!' 'Please, sir, *brimstone.*' "

Now, this teacher should have told his boys without any preface that he was going to give them a lesson on marble; there was not the least reason for beginning his work by asking them to guess what was in his mind.

The province of oral instruction.

It is not, by any means, the province of oral instruction to make the rough places smooth and the crooked places straight; in other words, to provide a royal road to knowledge. If oral work is done in the right way, and in the true teaching spirit, it will draw upon the thinking, reasoning, and observing faculties of the child much

more strongly than the lesson from the text-book. Some teachers take it for granted that oral instruction is very easy work In the way they do it, *it is* easy work and amounts to nothing in the end. They simply "multiply words without knowledge."

In the lower grades oral instruction stands out as the prominent work of the school. As we ascend in the grades, it gradually loses its prominence and gives place to the text-book, which it supplements until, in the upper grades and in the high school, its chief use is to explain and elucidate the work of the book. In every recitation some of the work should be oral. In no other way can interest be awakened and kept alive. The pupils follow the words of the teacher and catch their inspiration from his eyes and voice.

The province of oral instruction seems to be threefold: (a) instruction furnishing information; (b) explanation; (c) stimulating the pupil to draw upon his resources, or to think. As concerns the pupil, it serves this triple purpose: (a) cultivation of continuity of speech; (b) inducing him to comment in his own words upon what he has learned from outside sources; (c) quickening his perceptive faculties, or leading him to observe and discover for himself.

Freedom essential.

The effort which good oral instruction calls for from individual members of the class serves a very valuable purpose. Providing the construction of the language used is correct, there should be much freedom in oral instruction on the part of teacher and pupils. There was, for a time, a disposition to require that answers to questions always should take the form of a complete sentence. There is too much formality about this. It is not natural, and places the child at a great disadvantage. He is

required to do something at school which he does not do naturally at home or on the playground. Oral instruction is simply conversation in its best form, and success depends very much upon putting the child at ease during the recitation. (See page 229.)

Remember, however, that oral instruction loses much of its real worth when the teacher, in his eagerness to impart knowledge, or to awaken an interest on the part of the class, does nearly all the talking and the pupils little or none. "The between method," as it is called, is not well suited for common-school work. Encourage pupils to ask questions of each other, to make statements, to interpose objections, and to express their thoughts independent of the teacher. It was a fine criticism which a visitor made when he said to the teacher, "That was a good recitation. I only wish you had given the class a chance to try their hand at it. Do you ever let them do any of the reciting?"

The importance of the general subject of oral instruction is much broader than object or illustrative lessons, embracing explanation, questions, and all matter designed to supplement the text-book. At least one-half of the work of an ordinary school day is included under the head of oral instruction. For this reason the subject deserves a more careful consideration than it usually receives.

There are but few, if any, schools in the land in which text-books could be abandoned, and oral instruction in each branch substituted. The main purpose of oral instruction is to awaken thought and arouse the activities of the mind, but not to supplant the text. Such instruction is adapted for use when the pupils are too young to use a text-book, or when no suitable

text-book is at hand. It also has an important use when, as is often the case, the text-book in the hands of the pupils is not sufficiently explicit and clear upon every point of the lesson. In every class there will be pupils who do not and cannot understand the words used in the book, until the teacher supplies simpler illustrations

With this in view, the teacher must make a thorough preparation for his work. It will not do to trust to chances, or to suggestions prompted at the moment. Such suggestions are often pointless and irrelevant.

The custom prevalent in many schools of separating oral instruction from the text-books is not entirely praise-worthy. Even in what are usually termed general exercises, reference must often be made to information gained from books, and the sources from which such information can be obtained must be pointed out. In no other way is the skill of the teacher more clearly revealed than in her ability to intersperse oral instruction in connection with recitation from the text-book.

Not the least of the advantages which accrues to oral instruction is that through it the teacher frequently is able to vary or diversify methods to meet the individual wants of the pupil. It doesn't take very much of a teacher to hear the lesson; but to enliven the lesson, to illuminate the chief points, to fasten it in the mind of the child and to awaken within him the desire to know more, is the real criterion of a good teacher.

Importance of diversifying methods.

Not alone the capacity of the teacher to give instruction in this way is to be considered, but the capacity of the pupil to receive and digest it. Formal instruction, as given in the text-book, loses very much of its

terror to the unwilling pupil, and gains an additional attraction for him who is willing, when the living voice of the teacher directs the work.

To be successful in illustrative teaching, it is essential that those who are to teach in village and country schools should be able to construct forms, solids, maps, charts, and simple apparatus, at very little expense. I say it with reverence akin to awe, as one who may be charged with trifling with sacred things, that no reading of psychology, no depths of pedagogical lore, no study of educational history, no knowledge of methods obtained from books, can compensate for a lack of that power which enables the school teacher to stand, crayon in hand, before the blackboard and illustrate the lesson, or to construct apparatus from the cheap articles to be obtained at the country store, or to use the things of common life to make clear the truths of nature to the minds of the wondering pupils.

Making simple apparatus.

Occasionally some ingenious boy or girl will devise and make a piece of apparatus which will be useful in your work. Such a tendency is always to be encouraged. It adds fresh interest to the subject and stimulates others to exercise their skill in the same way. Even when it is rude in its construction, such an appliance should receive commendatory notice by being used during the recitation.

In no way can you be so helpful to the children under your care as by presenting to them, in an attractive form, information worth remembering. Do not, however, dwell too long upon unimportant facts, do not try to illustrate and make plain what every child understands as well as his teacher. Besides, it is well to leave some points which are not quite clear at that

time, for the pupils to think over and investigate for themselves.

The pupils must make an effort.

It should be understood that oral instruction cannot be carried on successfully without any effort on the part of the pupil. Too often the pupil looks upon it as a leisure hour, during which the teacher takes the laboring oar, and they are only passengers. The object of oral instruction is not to cram the pupil with certain dry facts, nor is it to require him to state in his own words truths or facts so commonplace that every one has observed them. This commandment is prominent in the teacher's decalogue: Thou shalt not cram thyself with superficial knowledge that thou mayest appear learned beyond thy fellows, nor shalt thou cram thy pupil lest by so doing thou destroyest his desire to know. Blaikie says: "Cramming is a species of intellectual feeding neither preceded by appetite nor followed by digestion." Cramming is simply a synonym for shamming.

To cultivate and draw out the observing powers of the child is the purpose of this kind of work. Often it is necessary to give the child an outline of what the work is to be, and to expect of him a certain amount of preparation as a prerequisite to a successful recitation. He may be asked to observe certain things on his way to and from school, to bring certain objects which may be used as illustrations, as a means of connecting him with the lesson and the lesson with him. It is a step in advance when the pupil is led to say: "I knew that before, but I never thought of it." As a teacher must observe and reflect for himself, so he must skillfully lead the pupil along until, in turn, he observes and reflects for himself.

Can you teach?

Let me ask you this question: Can you teach? I do not mean can you keep school? That is not so difficult a thing to do. Make the children walk on tip-toe; keep the room as still as the grave, while you sit at your table, book in hand, and hear the recitation. Keep the pupils on an eternal dress parade, inculcate the idea that whispering and laughing are among the sins not to be forgiven; report 97 per cent attendance, and the thing is about done.

Order and discipline are very valuable as a means, but they are useless, and even vicious, when they are made the end. The best disciplinarian is not always the best teacher. The most valuable acquisition a teacher can possess is the power to teach; to stand before her class, and with or without a book, explain and illustrate, drawing upon her own resources until the subject matter of the lesson is fully brought within the comprehension of the child.

The chief function of the teacher is to secure independent mental activity on the part of the pupil. This thought was in the mind of Philip of Macedon when he entrusted his son Alexander to the tutorship of Aristotle with the one direction: "Make yourself unnecessary as soon as possible."

Remember the motto at the beginning of this chapter, whenever you attempt to give Oral Instruction:

By Man's Voice the Heart Is Stirred.

Quotations Worth Reading

NATURE OF ORAL INSTRUCTION.

The product of the school must be the free, enkindled soul, alive to observation, trained to habits of industry, original inquiry and artistic enjoyment—a creator in the world of action—a self-governing, independent-thinking and wealth-contributing citizen.

—*Preston W. Search.*

Teacher-experience supplements child-experience; the teacher stimulates and guides the efforts of the child, but its ideas are gained directly from things. This is oral work.

—*Henry Halderwood.*

Methods should vary according to the subject taught, for in knowledge itself there is great diversity.

—*Bacon.*

INTEREST A FACTOR.

Dr. Andrew Bell says: "Of all subjects calculated to call forth a pupil's own efforts, those which give him something to do have the preference over those which merely give him something to say."

—*Preston W. Search.*

If the boy has to pick stones on the road or to handle hammer and drill in a quarry, all the more need of his learning to see the beautiful around him, and to read in nature such messages as will cheer and encourage him in his toil.

—*Sarah L. Arnold.*

PROVINCE OF ORAL INSTRUCTION.

In the physical world, the earth, the rock, the tree, the plant, the flower, the fruit, the beast, the bird, the fish—what illustrative material is found for the lower as well as the higher grades, combining the sweetest pleasure with the highest use!

—*George Howland.*

Draw the subjects of oral exercises, not from collections constructed at pleasure to complicate the difficulties of language, but from matters of current interest, from an incident in the school, from the lessons of the day, from passages in sacred history, in the history of France, or in a recent geography lesson.

—*W. H. Payne.*

It is chiefly by the means of the living voice that scholars can be readily inspired; it is only when the eyes meet and expression and gestures are seen and tones are heard, that there arises that subtle and indefinable sympathy between teacher and taught, which is so essential to the intellectual life of the scholar.

—*J. G. Fitch.*

As a leading influence in this direction the pupil must be taught to *value his work.* That he may do this it must have something of permanence in its preparation, making it possible to preserve it, and, finally, adequate means for keeping it must be provided. To this end pupils should never write, paint nor draw upon scraps of paper, nor should they ever use poor pens or bad ink.

—*Wilbur S. Jackman.*

The preceptor should employ every means in his power to guard his pupils against using obscure terms, or words without definite ideas attached to them. To this effect objects and facts must be brought under their notice in very rapid succession.

—*Selected.*

Questions for Examination

1. What does oral instruction presuppose on the part of the teacher?
2. Name one criterion of a good teacher.
3. In oral instruction what caution is given as regards the use of language?
4. What double purpose does oral instruction serve on the part of the pupil?
5. The relation of oral instruction to the text-book?
6. When may you be reasonably sure that the child comprehends your meaning?
7. Name any advantages accruing from oral instruction.
8. What part should the pupil take in oral instruction?
9. What do you understand by the expression, "The dead routine of the schoolroom"?
10. Define the term oral instruction.

Suggestions Worth Thinking About

1. Are we ready to dispense with text-books?
2. What do we mean by cramming the children's heads?
3. Prepare an outline for an oral lesson in geography.
4. There is danger of falling into the ruts in oral as well as text-book instruction.
5. What are the most prevalent faults of text-book instruction?

CHAPTER XIV

MEMORY

Man's Best Servant

Memory is the act of recalling the picture of a past experience.

—A. R. Taylor.

Not only what the child now understands but what is within the probable range of his understanding may be memorized.

—Selected.

In order to commit to memory the attention should be undivided. This faculty, more perhaps than any other, requires freedom from disturbing influences.

—Francis B. Palmer.

We all know that a teacher may know facts enough about history to pass an ordinary examination very creditably, and yet know them to very little purpose because he knows them in a purely mechanical way

—J. P. Gordy.

The great passages of the Bible may be read and committed to memory years before they can be logically analyzed. A glimpse of the Divine Majesty, a view of the future glory, a touch of the celestial fire will come into the heart and life of a little child from a lesson that he will never fully comprehend.

—B. A. Hinsdale.

TO HAVE an accurate and retentive memory is one of the essential equipments for business or professional life. How to train it in the child, so that it may be most serviceable to him in his mature years, is a matter of great moment. *Right use of memory.* There is no question but that the memory, like any other faculty of the mind, can be strengthened by use. No greater good can come to a youth than to be placed under the tuition of a person who knows how to train this faculty by judicious exercise.

The aim should be to develop the "universal memory." Many teachers have an exercise consisting mostly of poetry to be committed to memory and recited by the entire school, under the impression that they are thus building up and strengthening the memory. Such an exercise has its value in a restrictive sense only. This course makes it easier for the child to learn poetry. Dates in history, facts in geography, rules in arithmetic, may be memorized in the same way, without strengthening the memory as a whole.

The only sensible course seems to be that which regards memory as an objective point in every exercise of the school, and one never to be lost sight of.

There are two extremes to be avoided. One of them is to regard memory of such importance that it is to be cultivated even to the neglect of other faculties. The other is that memory, in itself alone, is of little practical significance, and worthy of no especial attention. The truth is, that a ready memory is of great use as an efficient aid to other faculties, and that only in its relation as determining the efficiency of the working whole can its real value be estimated.

What is memory?

Taylor, in *The Study of the Child*, says that "Memory is the act of recalling the picture of a past experience." Other definitions are given at the conclusion of this chapter. I quote also what Taylor further says in this connection, because it contains so much truth. "Its (memory's) value depends upon its accuracy, its rapidity and comprehensiveness. Without memory there could be no progress in knowledge getting. Perception makes little advancement if memory is not following closely behind." These words form a com-

plete refutation of the views of no inconsiderable number of teachers who affect to regard the cultivation of memory as of minor importance.

In a general sense, special training in one subject tends rather to weaken than to strengthen memory. The same is true of memorizing anything for temporary purposes only. The geologist has a memory for geological facts alone; so the chemist, for chemical terms; the historian, for important dates; and the mathematician, for rules and formulas. But the memory which is most serviceable in daily life is that which comes to a man's aid when it is most needed, and upon the assistance of which he can always depend. Some authors call it a rational memory, thus distinguishing it from that which is more mechanical in its nature. Thus when we say a pupil has a good memory, we simply mean that he has the power to reproduce that which at some time has become fixed in his mind, and to state it in the plainest and most simple language. (See page 227.)

Avoiding, as far as possible, psychological terms, we may state that the subject under consideration by the child is fixed in his mind through attention, study, and thought. Interest is here an important factor.

Steps in memorizing.

To apprehend or to understand is the first step. The explanation of a difficult point in a lesson is remembered by those of the class who comprehend each step, but it is forgotten by those who give no attention to what is going on. Many teachers fail to comprehend that the pupil's inability to recite is often due, not to a defective memory, but to the teacher's inability to awaken mind or arouse any real interest.

The next step is that of retention in the mind. Here

constant repetition and daily drill is valuable and necessary. Reviews should be frequent. Questions should be asked with the intention of bringing out certain valuable points in preceding lessons, and of thus testing the pupil's memory. The teacher must make much allowance here for different minds. Some retain with great readiness, others with the utmost difficulty. There is no doubt, however, that in the normal mind the power of retention can be greatly increased by careful training.

The third step is reproduction; bringing back into actual existence or into life that which has been retained for a longer or shorter time in the mind. That remains the longest, and is most easily reproduced, which made the deepest impression at the time of acquiring. "It made such an impression upon me at the time that I have never forgotten it," is a very common expression, but it conveys the exact truth.

Expression, or language, plays an important part in reproduction. The ready use of words is more marked in one child than in another. The three steps, acquisition, retention, reproduction, constitute the unit of the art of memory. I cannot reproduce what I have not retained. I cannot retain what I do not acquire. I cannot acquire what I have not made my own through application and study, incited by interest in the work.

Whether we call memory a faculty of the mind, or regard it as a function of the intellect, it can be cultivated and strengthened by constant use. It thus takes equal rank with reason or judgment, and is essential to the right exercise of these other powers.

Cultivation of memory.

To overburden the memory with words and facts having no relation to each other, or to life, is one

extreme to be avoided. To neglect the cultivation of memory, or to treat its growth as of incidental importance, is the other extreme into which too many teachers have fallen. Between these extremes there is a happy medium, and in no way can the teacher show greater skill or do more for the child than in cultivating in him a ready, retentive, accurate memory. The teacher must, however, keep constantly in mind that memory is a variable power; in some children naturally strong, in others naturally weak. Hence cultivation of the memory must be adapted to the wants of the individual child.

What the child has learned he must be required to use as often as possible. Knowledge retained in the mind becomes dim and obscure through disuse. We say we have forgotten much that we learned in childhood. It is only because such knowledge has been forced into the background by later acquisitions, which are of more immediate use to us in our daily vocation. It is by no means an indication of faulty instruction, that the child, at the end of the term, does not easily recall everything which he learned at the beginning. For this reason final examinations are not a sure test of scholarship, or of fitness for promotion.

One pupil, through the possession of a strong verbal memory and a ready use of language, obtains a high percentage. Another, because defective in these same particulars, obtains a low mark. It is possible that the latter has given more study and more thought to the subject than the former, and is better prepared for advanced work. Hence in this connection the teacher should observe the caution that, in the cultivation of memory, we must insist upon right habits of study. "Without attention, interest, thought, the most valua-

ble element of memory, the power to retain, will be weak and useless."

The cultivation of the memory is too important to be left to chance. The teacher should have some carefully devised plan, so that every day may witness growth in memory power.

Method of cultivation.

Some one says: "In a child a good memory is well known by these properties: that it is quick in receiving, sure in keeping, and ready in delivering forth again." This implies close attention, interest, and language—three things very essential in order to arouse the memory to exertion and effort. Continual repetition, likewise, is needed to deepen the impression. The mind retains only that which it makes its own. In this, also, "one day must help another."

The child mind receives readily; its power to retain should grow with every year of school life. The memory grows as our bodily organs grow, by constant use.

So far as verbal memory gives us the power to reproduce in the very words of the author, it is valuable. A more important office of memory is to enable us to reproduce general ideas, thoughts, or principles, and state them in our own words. The methods to be commended, then, are awakened interest, constant repetition, and a grasp of the subject in its oneness. (See page 234.)

Two points must be kept continually in mind. First, if a task is given to be learned by heart see to it that it is thoroughly memorized. Exactness is very important. Do not permit one word to be substituted for another, but use invariably the exact language of the author. To be able to quote the very words in which the idea is expressed by the writer, or speaker, is a most valuable acquisition.

The subject, however, should be adapted to the age and mental capacity of the child. Physical conditions, as well, are to be regarded. I do not believe that the time of day is very important, under right environments. Children should be fresh and vigorous during the last hour of the session if due regard is had to exercise, ventilation, and rest periods.

In the second place, pupils must be trained to express the thoughts of others in their own words. A clear conception of the meaning of words, in their relation to each other and to the sentence as a whole, is necessary and must be obtained in order to make memory available for this usage.

To have only memoriter recitations is to cultivate memory at the expense of other functions of the mind, while to have nothing memorized, "word for word as it is in the book," is to cultivate other functions to the neglect of memory. Either extreme should be carefully avoided. Some one says: "Memory especially is an excellent preparatory school for the thinking activity." Unless the thinking powers are carefully exercised, memory becomes a useless function of the mind.

A prominent author says that the three points to be observed in the cultivation of memory are attention, order, repetition. These are the very points which a good primary teacher observes in her work. But in order that a fact be apprehended with precision, it must be stated with precision. The language used by the teacher in stating the fact, becomes the basis of the language used by the child in reproducing it.

Attention, order, repetition.

Inaccurate observation, imperfect conception of truth, erroneous views of principles, are not the only

indications of superficial scholarship. Inaccurate statements, incorrect use of language, a choice of words which does not convey the intended idea, are the strongest possible proofs that the subject has not been mastered in its full sense. Accuracy is the criterion of mental discipline.

Recollection.

This is a slow process of rebuilding. It depends upon the association of ideas. I am unable to recall a certain event. A friend mentions some incident connected with it, and in an instant the entire scene flashes upon me as fresh as though it happened but yesterday. There is also what we sometimes term sub-consciousness. The mind frequently retains knowledge which it seems unwilling, at the moment, to give out. A friend once said to me: "What is the name of a cousin of yours whom we both knew?" Neither of us could recall it. We finally gave it up, but days afterward it came into my mind although I was then not even thinking of it.

We should not be too prompt to blame a pupil who declares: "I know, but I cannot tell." Perhaps he has not the ready language with which to clothe his ideas. Possibly his sub-consciousness is not prepared to reproduce what the mind, in truth, possesses. We have, all of us, been in the same position and needed time in which to collect our ideas. Instead of scolding or punishing, give the boy time to reflect, and encourage him to exercise his powers of recollection.

Kinds of recollection.

Recollection is memory vitalized. The will is called to our aid. The laws of association are appealed to; ideas of time, place, and circumstance are called upon to help rebuild that which the mind has for the time laid aside. This is what is often called voluntary memory.

On the other hand, *involuntary* memory calls up, without any conscious effort on our part, some past experience which the mind contains. This is what we mean when we speak of remembrance. We cannot always control this kind of memory. We ought not, therefore, to chide too harshly a child for inattention. His mind is busy with some remembrance; for instance, he is associating the ball game of yesterday with the one he is to play after school. He is very attentive—but it is to a remembrance rather than to the lesson in hand. The only remedy is to make the lesson so interesting as for a time to shut the ball game out of his mind. At times some motives must be placed before him, or his will must be stimulated so as to interrupt, for the present, this stream of remembrances upon which he loves to float.

It follows that if a child has studied a lesson until he has made the ideas contained in it his own, he will naturally fall into the habit of using the words of the book which he has studied. The idea will come to his mind, clothed in the words in which it was presented to the mind. A memoriter recitation is not of necessity an evil; it becomes an evil only when the teacher regards it as the criterion of a good recitation.

The tendency is to forget that memory precedes reason and judgment. The power to reason correctly is an outgrowth which comes to maturity late in the child's education. It does not make its appearance until the storehouse of memory has a generous supply of facts upon which reason may base its theory. It is not always a misapplication of time and effort to require the child to memorize a mass of dry facts.

It is not a waste of time to place the rough, unsightly stones in the ground for the foundation, before the

building is raised. The building itself may have the proportions of the Parthenon. Its pillars may be crowned with the delicate tracery of the Corinthian order, or they may preserve the severe simplicity of the Doric or the Tuscan. Towers and turrets may rise from solid walls supported by massive buttresses, but if the foundations are not compact and firm, the skill of the architect and the labor of the workman will not prevent the utter ruin of the edifice.

Advantage of memory and recollection.

If we neglect the cultivation of the child's memory, we leave him destitute of that upon which reason and judgment must be based. The child comes to the recitation to recite. He is to recite not what he has discovered by his own efforts, but what he has learned from his book. If he has committed his lesson word for word, it is not a mortal sin. The foundation for the next step is complete.

If he has learned it—as is too often the case, in our dislike for memoriter work—in a careless, slipshod, half-guessing way, he should be sent back to his seat to prepare his lessons. To "help him out" by questions, to attempt to draw out his ideas when, in fact, he has no ideas about it, is to do him an injury. He may need explanations upon difficult points, but it is not his teacher's business to master his lesson for him. After his lesson is learned, and he gives evidence, by his recitation, of hard study, then his teacher may and ought to question him closely and keenly, in order to bring out the ideas of the author and to ascertain to what extent they have been made his own. There is no good school without earnest study, and he is not a good teacher who does not require it. (See page 18.)

Memory involves study.

With the youngest children, especially, diligent study involves the use of memory. What they remember they should be required to remember accurately; what they state, they should be required to state accurately. The greatest abuse of memory, the abuse from which our schools have the most to fear, is to leave it unused and untrained. I do not assert that no other faculty is to be called into service. I do, however, assert that a ready and accurate memory, as an essential element in the child's education, is to be carefully cultivated.

It is said of William M. Evarts, who was one of the most famous lawyers of his day, and who was called to fill many high offices, that in his youth he found that he could not depend upon his memory, even to recall the events of the day. He at once set himself the task of correcting this fault. At noon he would recall all the events of the morning, and Saturday night he went over in his mind the occurrences of the week. He continued this habit until he had his memory trained so that he could depend upon it. He was accustomed, in later years, to say that his success in life was to be attributed to his ready, accurate memory.

It is said, with some truth, that our schools fail to make good scholars. One reason is to be found in that style of teaching which substitutes the crudest oral work in place of a carefully prepared text-book; which assumes that the pupil is to be only a passive recipient of such knowledge as his instructor prepares for him—knowledge which does not stimulate him to work, to grow strong with mental exercise, but sends him out to face the real difficulties of life with neither ability to think nor courage to execute.

Miscellaneous.

We are charged with cramming the children. There is no occasion for cramming, where hard study has been the rule. If the child comes to the upper grades unprepared for assiduous work; if his statements are inaccurate; if his memory is not to be trusted; then either he crams continually to pass his examination, or frets and worries over his failures until he leaves the school in disgust. It is not true that a ready memory always indicates a good scholar; but it is true that many good scholars find their work doubled because they were not trained in youth to rely upon their memory.

Dr. Hammond writes, in a recent work, that many children are injured by the study required of them out of school. He may state the fact correctly; yet a more intimate acquaintance with our public school system would perhaps convince him that during the child's first years at school, a training having especial reference to the use and abuse of memory would render those studies, which are now so injurious, only those needful to a healthy mental growth.

Few children are ever harmed by simple, honest brain work. The brain, wonderful in its mechanism, delicate in its texture, the birthplace of great ideas, the home of spiritual life, works in perfect harmony with all the baser organs, when nature stands as warden at the gate. Do not forget that memory, as an active power connecting the present with the past, is

Man's Best Servant.

Quotations Worth Reading

WHAT IS MEMORY?

Memory is the result of attention, and attention is the concentration of all the powers of the mind upon the matter in hand. The art of memory is largely based upon the art of paying attention.

—*Selected.*

Memory is the store-house in which are deposited the sensations, the facts and the ideas, whose different combinations form what is called intelligence.

—*Helvetius.*

When the mind acts in such a way that it records, retains and restores the ideas gained by its own activity, it is said to perform an act of memory.

—*Dexter and Garlick.*

In order that the memory shall be counted excellent the individual must show readiness in acquisition, tenacity in retention, and promptness in reproduction and recognition.

—*H. T. Smith.*

CULTIVATION.

The first condition for cultivating the memory is forming habits of fixed attention. Nothing can be remembered that is not attended to. A second condition for cultivating the memory is order. A third condition is repetition.

—*Mark Hopkins.*

One must put thought into the act of memory. The memory if only strong enough to retain a single item with effort will grow stronger by that effort, will soon retain two items, and finally others in vast numbers and without effort.

—*William T. Harris.*

That memory may perform its functions without failure it is necessary that an idea should be forcibly impressed upon the mind at once, or that it should be repeated a sufficient number of times to make a deep impression.

—*James Johonnot.*

Colburn's rules for memory study are worth careful thought. (1) Learn one thing at a time; (2) Learn it thoroughly; (3) Learn its connection with other things.

Baldwin's Rules: (1) Take a deep interest in what you study; (2) Give your entire attention to what you study; (3) Thoroughly assimilate and associate the old and the new; (4) Push effort to complete mastery.

—*Joseph Baldwin.*

Joseph Baldwin enumerates these mistakes in memory culture: (1) Stated examinations and reviews at long intervals; (2) Giving words without ideas; (3) Memorizing what has not come into the experience; (4) Studying from books instead of Nature; (5) Crowding the mind with non-essentials.

RECOLLECTION.

Recollection is memory under control and direction of the will. By utilizing the laws of association and suggestion the will rebuilds a former experience, slowly or rapidly as the degree of familiarity may permit.

—*A. R. Taylor.*

Recollecting is remembering by an *effort of will.* All recollecting is remembering, but all remembering is not recollecting. Recollecting is a *kind* of remembering.

—*J. P. Gordy.*

KINDS OF MEMORY.

In education what may be described as a "local" or "verbal" memory is of slight influence in comparison with an intelligent or rationalizing memory.

—*Henry Calderwood.*

Memory may be distinguished as *spontaneous* and *intentional.* In spontaneous memory the will is passive, the representative act being involuntary; in intentional memory the will is active and directing, and the representative act is voluntary.

—*Emerson E. White.*

Kant classifies memories as follows:

1. *The Mechanical Memory*, which depends on associations by contiguities.
2. *The Ingenious Memory*, which endeavors to trace out more or less fanciful similarity between things. Mnemonics are an outcome of this type of memory.
3. *The Judicious Memory*, which depends mainly upon the natural working of the law of similarity.

—*Dexter and Garlick.*

ADVANTAGES OF MEMORY AND RECOLLECTION.

If the powers of observation, attention, memory and discrimination are rightly trained in school the whole after-life of the pupil may become a continuous source of education; for in society, as in school, the sources of knowledge are reading, conversation, observation and reflection.

—*John Swett.*

"Experience teaches us," says Dr. Schwab, of Germany, "more and more, from day to day, that a child will retain in its memory only what is incorporated into its life. It will forget what it has seen or heard, but rarely or never what it has accomplished through its own efforts."

—*Selected.*

MISCELLANEOUS.

That only is to be learned by rote that is unchangeable. Extracts of poetry, and sometimes of prose, those crystals of thought that must remain as pure, as durable as the diamond, may well be memorized and made familiar.

—*George Howland.*

The activity of this power (memory) is, in fact, the measure of the child's growth in mental stature and strength.

—*Russell's "Lecture to Young Teachers."*

The words that are recited and written to-day should be woven and wreathed into other figures and expressions to-morrow, and thus repetition, one of the most efficient means of memory's aid becomes invested with all the charm of novelty.

—*George Howland.*

An unnatural memory may be produced at the cost of reason, judgment and imagination, or the emotional aptitudes. This is not a desirable result.

—*Selected.*

Questions for Examination

1. Define memory.
2. Name the three steps which constitute the art of memory.
3. How may memory be cultivated?
4. How cultivate an exact memory?
5. What is recollection? How different from memory?
6. Is it always wrong for the child to recite in the words of his book? Explain.
7. What is the relation of study to memory?
8. Distinguish between voluntary and involuntary memory.
9. Define verbal memory.
10. What is the effect upon memory of special training in one subject alone?

Suggestions Worth Thinking About

1. What do you think of memory exercises?
2. Is memory of equal importance with imagination, reason, etc.?
3. What is meant by association of ideas?
4. Of what educational treatise is Herbert Spencer the author?
5. Who was Horace Mann?

CHAPTER XV

IMAGINATION, ATTENTION, INTEREST

"The Tunes Are Left Forever in the Strings"

The village laborer, with the reverent heart, can be as wise as the wisest thinker and with equal justice. They are both full of light. Neither wants more.

—Edward Thring.

The imagination is the very secret and marrow of civilization. It is the very eye of faith. The soul without imagination is what an observatory would be without a telescope.

—Henry Ward Beecher.

We have long heard a good deal about interest as a means, but interest as an end is destined to have high value in the modern school. "Knowledge," says Herbart, "shall pass away, but interest remains."

—Samuel T. Dutton.

Sympathy between teacher and taught is a great means of maintaining the attention. The sympathetic teacher may have to work in a badly lighted, badly warmed school, and his teaching may not be psychologically sound, yet notwithstanding these drawbacks he will succeed in securing attention.

—Dexter and Garlick.

NOAH PORTER defines imagination to be "the power to re-combine anew materials furnished by experience." It is, in fact, so closely combined with the act of memory that one cannot be intelligently discussed without reference to the other.

Imagination.

I remember the old schoolhouse which I attended in my youth. At once memory and imagination combine to call up the scene. The form of the building, the doorway, the interior, the arrangement of the desks, the mates who met me there, memory recalls them one

by one; and as I dwell upon them, imagination presents to my mind a perfect picture of the scene as I once knew it. Children have naturally very vivid imaginations; the mental images which they form may not always be correct, but they are keen and clear cut.

Mental images are of two kinds; those which arise from remembering what we have learned by the use of one or more of our perceptive powers, and those which arise from pictures and descriptions, paintings of things which we have not seen but in which we are intensely interested. The latest authorities call the first kind of imagination Reproductive, and the second Constructive.

We indulge, at times, in reminiscences; the past is summoned and old time friends, pleasant days, and events in which we took part years ago come fresh and vividly to mind. We picture real scenes which once existed, and listen to voices which have long since passed away.

Reproductive imagination.

> And old time friends and twilight plays
> And starry nights and sunny days
> Come trooping up their misty ways,
> And life is young again.

How does this differ from memory? I remember a person who lived in a certain place. The name is familiar to me. I know the town in which he resided, and the circumstances about him. But I cannot recall his features nor anything of his personality. In reference to another person, also, my memory serves me to fix his location, the years in which I knew him, and the circumstances of his life. But, in addition, my imagination enables me to reproduce his features, his form, his voice, so that he exists as a living reality in my thoughts. I can see the color of his eyes and hair,

the cast of his features, his height, and general appearance; and thus I rebuild the mental image through the aid of my imagination.

We obtain satisfactory results only when reproductive imagination and memory mutually assist each other.

Constructive imagination serves another purpose. The child hears the fairy tale as his mother reads it to him, and at once he conceives a mental picture which, for the time being, is as real to him as though it were present before his eyes. So in his history and geography there is but little which brings up past experiences, and yet he constructs images of events, of famous buildings or noted persons; he travels over different routes and scans the landscapes, as eagerly as the actual traveler.

Constructive imagination.

The right cultivation and use of the imagination is worthy of important consideration on the part of the teacher. "Imagination is the spiritual power to which all instruction turns, and upon whose coöperation the success of all instruction depends. The pupil apprehends the words of instruction only when his imagination succeeds in illustrating them by corresponding images."

The child has a very active imagination, and often he so constructs images that to him they seem alive. He tells you what you know to be untrue, but in his own mind he is not able to distinguish between the true and the false. He is not conscious of any attempt to deceive, and yet he is accused of lying and perhaps is punished. We sometimes say, "Where did the child get that idea?" He got it from something which he heard you say and which was not intended for his ears; he listened to you as you read something to the

school which he but half understood, and his imagination supplied the rest; he saw an incident in the street, on his way to school, and gathered there the materials for his constructive image.

Its value to the child.

Children live real lives through their imagination. The doll which the little girl dresses and undresses, fondles and sings to sleep, is her child. A wise mother takes advantage of this and teaches her to cut and sew the doll's dresses, to make up the bed in which it sleeps, to wash its clothes, and to care for it in many ways. The little boy rides his stick, and in his imagination it is a real horse. Soon he has a place for it which he calls a stable. After a time he discards it for a rocking horse, because that is nearer his ideal. Anon he wants his wheelbarrow and shovel that he may be at work in his garden or on his farm. In all phases of child life the imagination plays an important part, and is a source of enjoyment to the child. It is often a spur to his ingenuity and aids materially in developing his powers of invention. That which attracts his attention he wishes to imitate. To do this, he invents the means, or converts to his use those already existing. Thus the circus which he and his mates plan in the barn is just as real as the one they saw last week in the tent. It gives them greater pleasure because they are the actors.

The imagination needs both direction and cultivation:

Direction and cultivation.

1. Furnish the child in various ways with a fund of ideas or of material suitable for the exercise of imagination. This is largely oral work, but the teacher may have recourse to story books, tales, and pictures.

2. Give him the opportunity to exercise his reproductive imagination by recalling this knowledge, and by

painting in words what he has in mind. He may be encouraged to do this by drawing on his slate or on paper.

3. Give the child paper cutting, clay modeling, illustrative drawing, pictures, descriptive writing. At times direct him, but at other times let his ingenuity be his guide.

4. He should exercise his constructive imagination in his language work. Let him invent his tales and illustrate them, or construct them from pictures and paintings and works of art.

5. "Imagination is the great instrument by which we 'proceed from the known to the unknown'; it must therefore be brought into play in all fruitful acquisition." If we attempt to follow the well-known maxim, "from the known to the unknown," the above quotation is true.

Keep the child's imagination clean and sweet; let it exercise itself upon things pure and wholesome, but do not thwart it nor discourage its development. Every architect has the plan in his mind before he puts it upon paper. The inventor appeals to his imagination for assistance in bringing his invention to perfection. The student of history plunges into the wilderness and helps the first settler build his log cabin; he goes on to the field and hears the roar of the battle; in the Senate chamber he listens to the eloquence of Webster or Clay; and all this by the aid of his imagination.

A pure imagination.

The imagination helps the child to think, especially in the reading lesson. He cannot read with any emotion, with any intelligent idea of the author's thought, unless he sees with the author's eyes, hears with his ears, and feels with his heart. An old author says: "When thou readest, look steadfastly with the mind at

the things which the words signify. If there be question of mountains, let them loom before thee; if of the ocean, let its billows roll before thy eyes. This habit will give to thy voice even pliancy and meaning."

Do not be too ready to blame the child for his day dreams, and accuse him of idleness. Some day the dreams may wax real, and because of them the life of the world become easier and more cheery. It is true that children have strange and curious imaginings—some call them fantasies—which seem to arise from attempts to think of things far above their comprehension.

The child's fantasies.

To ask a child to tell us what is his idea of God or the angels is to ask him questions which the most learned theologians cannot answer. Yet certain wise school men do this and laugh at the crudity of the replies. A little girl, coming home from a walk with her father, asked her mother, "Mamma, didn't God make everything?" "Certainly, my dear; why do you ask me that?" "Well, I saw him this morning." "Saw whom?" "I saw God. He was in a blacksmith's shop finishing off a horse he had just made. He had him all done except his shoes."

Dr. Hillis calls the imagination the vision faculty. "It is also given to this vision faculty to redeem men out of oppression and misfortune, and through its intimations of royalty to lend victory and peace. Oft the days are full of storms and turbulence; oft events grow bad as heart can wish; full oft the next step promises the precipice. There are periods in every career when troubles are so strangely increased that the world seems like an orb let loose to wander widely through space. In these dark hours some endure their pain and trouble through

The vision faculty.

dogged, stoical toughness. Then, men imitate the turtle as it draws in its head and neck, saying to misfortune: 'Behold the shell, and beat on that.' But, God be thanked! victory over trouble has been ordained. In the blackest hour of the storm it is given to the vision faculty to lift man into the realm of tranquillity. As travelers in the jungle climb the trees at night and draw the ladder up after them, and dwell above the reach of wild beasts and serpents, so the soul in its higher moods ascends into the realms of peace and rest. In that dark hour just before Jesus Christ entered into the cold and darkness, and fronted his grievous suffering, he called his disciples about him, and uttered that discourse beginning: 'Let not your hearts be troubled'. Strange wonder words, words of matchless genius and beauty."

The following, taken from the *School and Schoolmaster*, illustrates the use to which the imagination may sometimes be put in dealing with children: "A lad of some talent, who had failed to be influenced by the rod, by medals, by the desire of pleasing his friends, or fear or love of his instructor, was awakened as from a sleep by a striking picture of the miserable condition of an old age spent without any of the resources which love of books can give. What was immediately before him did not touch him; but his imagination passed over youth and manhood, of which he felt secure, and dwelt upon old age; and the desire of being, at that period of his life, surrounded by friends and books, set him seriously at work."

Attention.

The art of paying attention is the art of concentrating all the powers of the mind upon the subject under consideration.

Attention is not a special function of the mind, like

memory. It is rather, as Dr. Hinsdale very aptly says in his *Art of Study*, an intellectual state or condition of the mind. The authors of *Psychology in the Schoolroom* use the following illustrations which any teacher can verify out of his own experience.

(a) "Suppose I am looking at a small object by artificial light. I cannot see it distinctly. I interpose a lens between my eye and the object. The light is concentrated on the object and I see it distinctly. *Now consciousness, like light*, seems to increase in vividness in proportion as it is concentrated on one spot."

(b) "Two boys are talking in an undertone in the class. The teacher is dimly conscious of a noise in the room; he thinks there is a noise, but is not certain. He begins to listen, to concentrate his mind, as it were, upon the supposed sound. He identifies it as a sound of conversation, and localizes the sound as coming from the two boys who are talking. The boys are talking no louder at the conclusion than at the beginning of the incident, but the teacher has by his act of attention given greater distinctness and vividness to his consciousness."

How to hold attention.

But how shall the teacher command and retain the attention of the class? The first duty of the teacher is to determine in his own mind that he *will have* the attention of the class, and that he *will not* put up with inattention or indifference. Hart, in his *In the Schoolroom*, says: "This is half the battle. Let him settle it with himself, that until he does this, he is doing nothing; that without the attention of his scholars, he is no more a teacher than is the chair he occupies. If he is not plus, he is zero, if not actually minus. With this truth fully realized, he will come before his class resolved to have a

hearing; and this very resolution, written as it will be all over him, will have its effect upon his scholars. Children are quick to discern the mental attitude of a teacher. They know, as if by instinct, whether he is in earnest or not, and in all ordinary cases they yield without disputes to a claim thus resolutely put."

A teacher once said to me, "In some way I fail to get the attention of the class. About half of them seem to be interested; the other half are thinking of something else." In a few days I spent an hour in her room, listening to a recitation. After the class passed out, I was able to say to her, "Your failure is due to the fact that the pupils do not believe you are in earnest. Once I notice you said, 'Please give me your attention.' For a moment they complied with your request, and the next moment their minds were off on an excursion somewhere. Your request should have been less of a request, and more of a command. My advice is that you proceed to impress upon your class that you will not tolerate inattention. For the next week or two make the inattentive pupils do most of the reciting. In gaining attention there is sometimes as much occasion to use your authority as there is in governing the room. You have a good degree of will power. Make use of it in gaining and holding the attention of your classes."

Kinds of attention.

Attention, like memory, may be of two kinds, voluntary and involuntary. Baldwin, however, in his *Psychology of the Art of Teaching*, does not admit of this division, but insists that attention is always voluntary. Something startles me, and attracts my attention. My will has nothing to do with it, and involuntarily I look out of the window. I hear an unusual noise in the street. If, however, the

matter proves to be of such importance that I continue to give it my attention, possibly going out to find the occasion of the disturbance, then my attention becomes voluntary; it is under the control of the will.

It is not necessary to discuss this point further. How to cultivate the attention is of far greater importance. It is the foundation upon which scholarship, study, and the daily recitations rest. Without it time is wasted, and the efforts of the best teacher fail. *Cultivation of attention.*

Let me remark here that attention and the control of the will after awhile take on the nature of a habit, and can be cultivated, as any other habit is cultivated, by a resolute persistence in doing.

Cultivate attention by requiring attention. You do your pupils great harm when you allow a recitation to go on while the class is inattentive. Pause for a moment, and wait quietly until the pupils give you their attention. Sometimes a motion of the hand, a glance of the eye, a question given to the right scholar, will accomplish the desired result.

The will power of the teacher, a ready and comprehensive knowledge of the subject, an intense interest in the lesson, will prove of great assistance. Do not stop in the midst of the recitation to scold or discipline a pupil or to answer questions except such as are unavoidable. When the thought of the class is fixed upon the lesson, to break the continuity is to distract attention. Too many teachers are thoughtless in this respect. (See page 237.)

Again, children will not give attention to those things toward which they are indifferent. You cannot command attention unless you can stimulate an interest in the child's mind, or awaken his curiosity,

which is only his desire to know. Read this quotation carefully: "Attention, the indispensable condition of all mastery, follows the lead of interest, and is steadied and given purpose by it. Interest is aroused by a proper relating of the novel and the familiar. Voluntary attention sets the mind to the performance of a given piece of work; involuntary attention holds the mind to the work."

Indifference, a hindrance.

It is perfectly right to say to a pupil, "You must give your attention to this lesson," but your command will not accomplish anything unless you can convince him there is something there worth attending to.

Let me, however, add this thought. If the child is to be fitted for life, he must be so trained in the school that he can by force of will lend his attention to the work which must be done then and there, although it may not be at the time altogether to his liking. How often do we compel ourselves to attend to some matter in hand, although the heart is drawn in another direction.

By training and exercising the attention the business man renders it of the greatest service to himself, and he does not want a clerk about his store or his office who has not this habit. The place and time to form habits of attention are in the school and during childhood.

Attention is most easily fixed when interest is keen, but interest will grow when attention is fixed by the power of the will. This point is worth consideration. The stronger will of the teacher should be so exerted as to prevent the pupils from drifting into idle, indifferent habits of study. Everything should be avoided which tends to distract

Interest.

the pupil's attention from his work, either while he is preparing or reciting his lesson. If you really expect to win the pupil's attention, you should be as much interested in the lesson as you expect him to be.

Do not, however, look for too much. Observe the little child at his play. He changes continually from one game to another. He tires of the same playthings. One is the favorite to-day, another to-morrow. It is possible to require too much in the way of prolonged attention from older pupils. The interest, excited by strong motives, if prolonged may give rise to such tense attention as to produce physical weariness, or perhaps permanent injury to the brain. (See page 92.)

In closing this chapter I wish to remind you of the intimate connection which exists between memory and attention. The art of memory is based, almost entirely, upon the art of paying attention. Here, also, is the secret of the art of study, which is only the power of concentration, the ability sometimes natural, often acquired, to call in all wandering thought, and fix the efforts of the mind upon the lesson to be learned. This power is a most valuable acquisition to the scholar or to the man of business. It is the secret of success in any calling, and the time to cultivate it is in childhood. Persisted in from day to day it at length becomes an enduring habit of the mind.

Memory and attention.

The degree of attention and interest determines the permanence of the impressions which memory retains. Whatever is learned to-day is learned for all to-morrows. Horace Mann says: "No unskillful hand should ever play upon the harp when

The Tunes Are Left Forever in the Strings."

Quotations Worth Reading

IMAGINATION.

The most trivial and unsuitable objects are sufficient to excite its action. The rude and unfinished toy is more acceptable to the child than the more costly and elaborate, because it leaves more room for the constructive power. It is all the better if the greater part of the work is left for this to complete and supply. The sports and plays of childhood are little romances, prompted and acted over for the simple exercise and delight of the imagination.

—*Noah Porter.*

But perhaps the greatest power of imagination over life comes from the creation by it of what are called ideals, not of art, but of character and conduct. Ideals are representations of that which is perfect, or which we esteem so. They are a setting before ourselves of lines of conduct such as belong to the higher and better parts of our nature.

—*Mark Hopkins.*

Imagination and fancy, or fantasy, are like recollection, free in the sense that they depend on the self. But they are freer than recollection, because they are not tethered to real events or things that belong to a past experience. They determine forms, shapes, situations and actions entirely ideal, and without reference to actual existences except in so far as the general laws of space and time which logically condition fancies as well as existences demand.

—*William T. Harris.*

It may take contact with but a little of evil to fan into a consuming flame the imaginings of a child who might, but for that contact, have been made almost divine. In these recommendations it is not forgotten that some one must face evil in order to put it down, but that person should be one whose character is established beyond question, and not a child.

—*A. T. Smith.*

Literature has a most marked effect in the development of the imagination. It is this quality which makes the bad look so dangerous—even more dangerous than the evil companion.

—*Ruric N. Roark.*

ATTENTION.

Mr. Fitch has a lecture on the art of securing attention, and he briefly passes these methods in review: the posture must be changed; places can be changed. Questions, after being answered singly, may occasionally be answered in concert. Elliptical questions may be asked, the pupil supplying the missing word. The teacher must pounce upon the most listless child and wake him up. The habit of prompt and ready response must be kept up. Recapitulations, illustrations, examples, novelty of order and ruptures of routine—all these are means for keeping the attention alive and contributing a little interest to a dull subject.

—*William James.*

Inattention is as necessary to mental activity as attention. Morbid attention to a particular subject shows a tendency to insanity; we often speak of people being "mad on music" or "mad on politics." A perfectly healthy mind has special interests, so that it is not always possible for us not to attend to our hobby.

—*Selected.*

The pupil must learn to exclude and ignore the many things before him, and to concentrate all his powers of mind on the one chosen subject.

—*William T. Harris.*

We must not suppose, however, that the value of attention is limited to intellectual pursuits; it extends to the whole practical world as well. In fact it is no exaggeration to say that a man's power of attention often determines his success or failure in life, involving his ability to use effectively his powers, both of mind and body.

—*B. A. Hinsdale.*

INTEREST.

If, then, you wish to insure the interest of your pupils there is only one way to do it, and that is to make certain that they have something in their minds *to attend with* when you begin to talk.

—*William James.*

What we must do in teaching if we expect to interest our pupils is to set them to do something that they are able to do in order that they may acquire the power to do what they can not do.

—*J. P. Gordy.*

The teacher's first duty is to lay hold of such of the pupil's old interests as can be made available. Attention is possible only on the two conditions, that the child shall have something to pay attention *with* and something to pay attention *to*.

—*B. A. Hinsdale.*

There is one person about whom every one feels an interest and is very keen to hear remarks about him—everyone takes an interest in himself. This gives the teacher a power of which he may make very great use. If he can study the boys as individuals he will often be able to send a shaft right into the bull's-eye by feathering it with a personal allusion.

—*R. H. Quick.*

Questions for Examination

1. Define imagination.
2. Distinguish between reproductive and constructive imagination.
3. How may you aid the child in cultivating his imagination?
4. How may imagination help the pupil in his reading lesson?

5. What does Dr. Hillis say of the imagination?
6. Give the extract taken from the *School and the Schoolmaster.*
7. Define the two kinds of attention.
8. How may the teacher gain and retain the attention of the class?
9. Discuss the relations between memory and interest.
10. How does imagination differ from memory?

Suggestions Worth Thinking About

1. How should I train the child in whom memory is naturally defective?
2. Who was Cyrus Peirce?
3. Do I train my own memory daily?
4. In connection with imagination what use can be made of the illustrations in the text-books?
5. Who is Newell Dwight Hillis?

CHAPTER XVI

THE OLD vs. THE NEW

Let There Be Light

Go with the sun and the stars, and yet evermore in thy spirit
Say to thyself: It is good, yet there is better than it:
This I see is not all, and this that I do is but little;
Nevertheless it is good, though there be better than it.

—*Arthur Hugh Clough.*

The new education of which we have heard so much in later years really began its work when the great Teacher summoned the world to a life of service.

—*Samuel T. Dutton.*

The power to use tools, instruments and machinery lifts man above the brute creation. There is labor-saving machinery in thinking as well as in manual labor.

—*Nathan C. Schaeffer.*

Lay aside all affectation, you teachers; be yourselves good and virtuous, so that your example may be deeply graven on your pupils' memory until such time as it finds lodgment in their heart.

—*Rousseau.*

EVERYTHING in this world exists either in the positive or comparative degree; there is no superlative. One thing is good, another is better; nothing is best. What we do to-day can be compared with what we did yesterday, but it cannot be used to measure what we hope to do to-morrow.

There is no superlative.

We stand with a certain amount of work thrust into our hands. It is not to our credit that we do it better than some one else does his, nor is it to our discredit that some one else does his work better than we do ours. The pernicious habit of comparing ourselves

and our success with others is the cause of half the unhappiness the world knows. God allots the task, and he gives the penny a day to every laborer. But it is only a penny. He is a wise man who accepts it without grumbling.

The servant in the parable was condemned for what he did *not* do, not for what some one else *did*.

The man who can conscientiously say, "I am doing the best I know how to do, let who will do better," can sleep in peace, nor fear to-morrow. While he who can say, "I am doing better to-day than I did yesterday; there is more thought and more skill in my work; there is more humanity and more of Christ in my spirit," hath achieved "a distinction which will live in heaven."

The only measure of greatness, then, is fidelity to duty. The progress of the world is traced not by lettered stone, nor storied monument; but by the unmarked graves, the resting-places of heroic men and women, who died and left no name.

> The healing of the world
> Is in its nameless saints. Each separate star
> Seems nothing; but a myriad scattered stars
> Break up the night and make it beautiful.

Among those who read this book there are, without doubt, teachers of all grades. Some are charged with weighty responsibilities, and others—to themselves, at least—seem to fill small and obscure positions. Don't worry about that; let God decide what work you can do best. The college professor, the city superintendent, the instructor in the graded school, the teacher in the little schoolhouse upon the prairie, have more in common than they think they have.

The walls in the stately building settle and yawn in

unseemly cracks, not because the carver and engraver, the worker in fine brass, and the painter, failed to do good work; but because the bricks were spoiled in burning, or the mortar was untempered, or the trench in which the foundations were laid was not deep enough. The touch of an unskilled workman makes itself everywhere felt. We learn from each other. Nothing can be said to be the best possible. When there is nothing *beyond* in this world, then comes the millennium.

In some things the city school is superior; but the well regulated country school has a freedom from conventionality—from red tape, from dead routine—and an approach to the personality of the child which the city teacher may study with great profit.

I ask you here to consider certain principles, and apply them to the individual work which each one has in hand to-day. During the eighteenth century a few thinking men changed the type of educational thought in the old world. Any attempt to transfer their ideas, unmodified by the conditions of American life, to our own times, must of necessity prove a failure. Times and seasons recast all things. *Foundations.*

But the ideas in question are so full of material for thought, they come so near the life of true learning, they are so akin to nature, that our system of schools can only hope to approach perfection as teachers study the precepts and imitate the example of these men.

I wish the fences about the schoolhouse were so high that the hobby-rider could never overleap them, and the door so narrow that in order to enter the building he must leave his package outside. The purpose should be not to reject anything which experience has

taught us is of value in educating the child, nor to pull down for the pleasure that there is in rebuilding. The man of one idea who would smash *your* idol and *mine*, and compel us to worship *his*, is a nuisance.

In every step looking toward advancement there should be an effort to kindle a warm glow of thought; to rouse an irresistible impulse toward a nearer approach to humanity; to compel an uplifting of the whole being into a purer, holier atmosphere of unselfish love. This was Froebel's mission in the kindergarten.

In this connection three names are prominent: Rousseau, Pestalozzi, and Froebel.

Rousseau, who aspired to be the founder of the natural method of education, attempted to array nature against art. "Childhood," he says, "has its methods of seeing, perceiving, and thinking peculiar to itself." This is nature. He adds, "Nothing is more absurd than our being anxious to adopt our own method in its stead."

Three reformers: Rousseau.

As the author of the "new education," Rousseau defines it to be "The art of guiding without precept, and of doing everything by doing nothing." He sums up the object of his system when he says, "Natural education must fit a man for all human relations."

We are not to infer, however, that this new education would leave a child free to grow up as directed by chance. On the contrary, it would carefully guard him against all adverse influences. All that which is artificial is to be shunned, and that is artificial which weakens the body or degrades the intellect. The instructor must make himself a child, must study the child, must grow up with the child. He is not so much a teacher as a guide; not so much a governor as a playmate; but he is not to correct nature in anything,

lest he destroy the personality of the pupil. When the teacher forgets that he was once a child, it is time for him to surrender his certificate. The man or woman who was never a child has no right in the teacher's place.

Rousseau's ideal child.

To reach the age of discretion, possessed of a sound mind in a sound body; to be devoid of anger, malice, envy, hatred, and of all kindred vices; to know few things, but to know them well; to possess the power of acquiring knowledge, and a hungry desire to know all things, was the education Rousseau designed for his imaginary child. The child is divine; knowledge is his birthright. Nature will lead the child into the possession of his inheritance.

Pestalozzi and his ideal.

Pestalozzi followed Rousseau. As simple as a child, as pure as a saint, as awkward as a clown, as firm as a martyr, unelated by success, enthusiastic even amid defeat, his character was the strangest mixture that ever bequeathed a name to posterity. The crudeness of his habits ministered to his strength, and the courage of an honest heart was seen in every thought.

With Pestalozzi the family was supreme, and the mother was supreme in the family. He said: "Maternal love is the first agent in education." "The starting point of the child's education is the cradle; what is most demanded of the mother is a thinking love." There are some eternal landmarks which God has established, and this is one of them. As the child progressed the senses were to be carefully trained, vigorous growth was to be encouraged, but in no way to be forced. The activity of the teaching mind was to be an aid, but not to supplant self-activity on the

part of the child, which he considered the highest aim of education.

As the apostle of the new education, Pestalozzi taught that, from the first dawning of consciousness, every incident in the child's life should be made to teach him some useful lesson, and to inculcate the habit of thinking upon what he sees, and of speaking after he has thought.

If the teacher can get hold of the whole child he may hope to make a man of him. Training, whether intellectual, moral, or physical, must begin when growth begins. Many a holy man has been converted while yet in his cradle.

He is the best teacher who enters most heartily into the everyday life of his pupils. What a depth of revelation there was in the question: "Did not our hearts burn within us as he talked?" It is written once in the life of every man: "Behold the sower went forth to sow." Were it not so the Lord of the harvest would have no need of laborers for there would be no harvest.

Following Pestalozzi came Froebel, with his kindergarten. Froebel was not an imitator, neither was he a philosopher. He was rather an inventor, who succeeded in reducing to system and practice the crude theories of his associates and predecessors. He was endowed with the divine gift of thought.

Froebel and his ideal.

The fundamental idea with him was that the child's education should be founded upon his innate love of activity. With Froebel all occupations are plays, and all materials are gifts. He would attempt to meet the demands of the child's nature, both physical and mental. He would awaken new desires, but in exact

ratio with the teacher's power to satisfy them. The plays must be carefully adjusted to the capacity of the child, that they may not retard those children capable of more rapid advancement, nor crowd in the least degree those with less active minds. The child should be instructed as though he were the only child in existence, and yet he must be continually reminded of the relations which he bears to all other children about him. He is the only one; he is one of many.

In the true kindergarten the greatest attention was to be paid to moral training, to personal habits of order, cleanliness, and to the amenities of polite life. In truth, the founders of the *natural method* insisted upon training the child as a rational and immortal being.

I have thus endeavored to state, fairly and concisely, some of the principles upon which the new education was based. Let us now see how it differs from the old.

We have seen that the new education assumes that nature is always right, and therefore, always a safe guide. The old school asserts that nature must be assisted by art, that civilization is itself an artificial state of society, and that the education which fits a child for it must be largely artificial. The teacher, as a superior being on a higher plane, must bring the child up to his level by a series of dead lifts. It recognizes the fact that education is a natural process, but it attempts by unnatural means to force it into certain grooves.

Old and new education compared.

In its modified form it admits that education is, and should be, a natural growth, but it also claims that this natural growth must be closely watched and carefully trained; that certain habits of thought and action must be thoroughly eradicated, and others induced to grow

in their places; that nature is helpless, to the extent that the child is born with certain inherited traits, the fruits of wrong training upon preceding generations; that he comes to the teacher's hands confirmed in wrong habits by home training.

In short, the old school claims that all which is artificially wrong can be corrected only by that which is artificially right. In its radical form, the old education makes much of memory, but little of the perceptive powers. The child has certain knowledge of anything, because he has the word of his teacher, or the statement of his text-books. The teacher requires attention on the part of the pupil, and tries to enforce it. Failing in this, he resorts to continual corrections, and reproves often and sharply.

The new education designs to secure attention through the skillful presentation of choice material suited to the child's mind. So far as art is an attempt to realize, in a particular case, some idea, the old education is an *art*. So far as science is developing an idea in a general sense, applicable to all cases, the new education approaches a *science*.

The two schools differ still more in æsthetical and moral training. The old makes little of the beautiful. It does not seek to train the eye to see, nor the hand to form, nor the ear to hear; and where these powers exist, a little germ planted by nature with some good intent, it limits and hinders this development by the substitution of meaningles words.

But in the new the pupil is taught to interpret the trees, the waters, the flowers of summer, and the crystal forms of winter into a living though unwritten language. "To love all virtue for itself, all nature for its breathing evidence."

In moral training, under the old education, wrong is always punished if detected; right seldom rewarded. Unconditional obedience is required as a means of escaping punishment. Love of self-approbation is appealed to, but self-respect is neglected. Conscience, love of truth, virtue, these are left to be developed by chance.

The pupil is constantly confronted by the stern words: "He who has a bad character must absolutely create for himself a better one." This is a terrible sentence to be passed upon any man. He must lift himself out of the mire; he must pull himself out of the "Slough of Despond."

Under the new, the words of Pestalozzi are full of hope to both teacher and pupil. "Faith must be cultivated by an act of believing, not by reasoning about faith. Love by an act of loving, not by fine words about love." "God is the nearest recourse of humanity."

We cannot adopt all which these men advocated. We understand some things better than they did. We know the surroundings of our schools, and are not called to be imitators. An American system of schools must be in accordance with American needs. But the Pestalozzian spirit, through which education becomes nurture, is universal and of universal application. Not only is it necessary to care for the child's body, but to teach him to care for his own body; to teach him the laws of healthful being.

The teacher is not alone to correct bad habits, but to correct them by inducing the formation of better ones. Comparatively few children need to be stimulated by artificial means; all need to be encouraged in every right effort. Few need positive punishment; all need restraint.

I do not say that we have pushed too far our requirements for book knowledge in teachers. It does not harm the teacher to know a little something of books. A little knowledge is not so very dangerous as some of us seem to think. But we have pushed our requirements too far in one direction. The land is full of one-sided teachers. A one-sided teacher never grows.

The ideal way.

We demand that they shall know what and how to teach. The next and more important step, is that they shall know *why* they do thus. It is not the art of the old school, it is not the science of the new. It is art joined with science, it is culture derived from books; the skill of a trained mind knit to the gentle yet irresistible power of nature, which characterizes the best teaching. Some one says that Jefferson, the great actor, has entered so entirely into Rip Van Winkle, that as he walks the streets he is not quite sure that "mine dog Schneider" is not at his heels.

A change is coming over the whole aspect of the teacher's life. It is like the change which comes over the sky just before the dawn. Thring says: "Teaching is not possible if an inspector is coming to count the bricks made to order." But teaching is not possible if the teacher has no higher ambition than to make bricks to order. Children must be treated as children. It is nothing against a boy that he hates books, and loves fun. If he is wideawake and honest, his fun is perhaps the best part of him. Get hold of him on that side, and you will have control of him; confine your efforts to the book side, and you drive him out of school, or render his school useless.

I have great respect for the boy part of the boy. It is not always against him that he is attracted by remu-

nerative work. The schoolmaster complains because the boy leaves school to drive a delivery wagon. Yet some one must drive the wagon, or the schoolmaster will have no dinner.

Points to be aimed at.

The point for the skillful teacher to reach is the personal consciousness, the inner sense of the child, not holding up to him a lofty ideal of some one, a something outside of himself, but endeavoring to make him that ideal to himself; to form within him that type of a perfect man which is the strength of manhood, the comfort of age, the surety of life everlasting.

There are two ideals in the boy's mind: A manly man and a womanly woman.

A pupil who dislikes his teacher may yet make good progress; but when he feels that his teacher is partial to others, or unjust in his treatment of him, the iron enters his soul and he works without heart or hope. Even the dullest pupil, when he finds that his work is appreciated, is encouraged to greater effort, and takes fresh heart from the approval of his teacher. A boy once said in my hearing, "I like the teacher well enough. He treats me all right, but he is not fair to some of the others. It makes me hot the way he makes fun of Jack Small. If I was in Jack's place I would kick." Jack Small was a poor boy with no one to stand up for him. The teacher was a coward. (See page 180.)

The school is a democratic institution. The principle of equality before the law should be exemplified here as nowhere else. The following extract, by Henry Ward Beecher, expresses fully the idea I wish to inculcate:

"The real democratic American idea is, not that a

man should be on the level with every other man, but that every man shall be what God made him without let or hindrance; that there shall be no prejudice against him if he is high and that no disgrace shall attach to him if he is low; that he shall have supreme possession of what he has and what he is; that he should have liberty to use his powers in any proper direction."

Methods.

We must first know the end which we hope to reach, the aim which we may rightfully have in mind, and then fix upon the method to be adopted. But when we exalt the method above the end, failure is inevitable. Education consists of two things: obtaining knowledge and using knowledge. We must, in our schools, have less to do with percentage and so-called results, and more with capacity, power to acquire, ability to retain, and skill to use.

A system which makes the promotion of children from grade to grade, any part of school life, dependent upon a certain per cent as determined by written examinations, is faulty in its construction and injurious in its results. It is not only that the flushed cheeks, the excited eye, the trembling nerves, tell that the brain is being forced to do unwonted work, but the wrong aim held up before the child is a far greater evil.

An honest effort on the part of the child is always to be commended, even though it appear to result in failure. Dr. Edward Everett Hale says this of himself: "I came home at the end of the first month with a report which showed that I was ninth in a class of fifteen. That is about the average rank which I generally had. I showed it to my mother because I had it. I thought she would not like it. To my great surprise and relief she said it was a good report. I said I

thought she would be displeased because I was so low in the class. She said, 'That is no matter. Probably the other boys are brighter than you. God made them so, and you cannot help that.' " She was evidently a good mother and a wise woman.

Parents and teachers make a mistake when they compare one child with another. The mother who said to her daughter, "Your teacher says that Jane has a higher rank in the class than you have; you must study harder," did not mean to be cruel, but she was. She incited the daughter to unwonted effort through unworthy motives. This saying by Ruskin should be kept in mind: "It is the *effort* that deserves praise, not the success; nor is it a question for any student whether he is cleverer than others or duller, but whether he has *done the best he could with the gifts he had.*"

A lady applicant for a position once sent me two specimens of scholar's work, as an evidence of her ability as a teacher. They were good specimens of their kind, but what did they show? It is difficult to say. Of her ability to control, of her judgment, of her power to awaken thought, of her good influence over her pupils, of that teaching which sets the seal of the teacher's personal character upon the scholar, literally nothing.

What did they show regarding her pupils? That they were able to produce a neat, orderly paper, which I grant is an attainment worth having; but they told little of their everyday habits of study, of their moral culture, of their physical training, of their reverence for sacred things,—nothing of the growth of those powers which make the child sensitive to truth, the youth sensitive to honor, and the whole man sensitive alike to truth, honor, and duty.

We must fix upon the product, and then adjust the

machinery to the desired end. To introduce a temporary motive which does not endure beyond the present is a terrible mistake. It is sowing the wind and forgetting the whirlwind which is sure to follow. The chain which binds together yesterday, to-day, and forever has never been broken. "Whatsoever ye sow, that shall ye also reap," is nature's law. When through any process the child comes to understand that eighty per cent is success, and seventy-nine per cent is failure, it would be better for him that he had never seen the inside of the schoolroom.

Use of text-books.

It is sometimes asserted that the spirit of the latest phase of education is hostile to the use of text-books, especially in the hands of the teacher. We need to be careful that we are not misled by mere catch-words and popular phrases. It is a very excellent thing when a teacher knows how to use the text-book. It is as necessary for him to study it, to know what is in it, as for the pupil, in order to produce a perfect recitation.

I have seen teachers who were really very little in advance of the text-book fill themselves so full of it, enter so thoroughly into the spirit of the author and of his illustrations, as to make the lesson fairly luminous; when it was finished it was bristling all over with points, every one of which impressed itself upon the mind of the child. And I have seen other teachers, who discarded the text-book as too old-fashioned for them, proceed in their own way to amplify and illustrate and simplify and mix things up until every point was almost as clear when the recitation ended as when it commenced. (See page 193.)

There is actually some danger that the teacher will know too much. Better draw water from one clear

living spring, than from a hundred shallow ponds. The old-fashioned schoolmaster, who knew his arithmetic and grammar from one end to the other, had in his favor some strong points which are wanting in the more modern teacher, who knows—or thinks he knows—something of everything.

I say, without hesitation, to every teacher who reads this, be sure you know just what is in the book your pupils are studying, and after that learn as much more as possible. Let us not be hasty; text-books have their uses. The need is, that we know them to use them and yet not be in bondage to them. The power of personality will not be increased by discarding them, nor decreased by employing them.

Freedom in teaching sometimes means something very different from personality in teaching. The teacher must rise superior to the text-book; not in knowledge, but in spirit; not in the abundance of that which he knows, but in his ability so to present knowledge that whatever the child has acquired by diligent study may become the germ of inward growth, inducing thought and self-activity, awakening him to "the inner consciousness of his powers, which is the object of the education of nature."

If you have read this closely, you have clearly seen that the difference between the old and the new is more in spirit than in matter or method. The education most prevalent in this country for many years had chief reference to brain training. There is a strong feeling that now the great question is: "How can we best fit the child for the duties of social life and of citizenship?" If we could reach him in the family, the question could be more easily solved.

The real difference between old and new.

We do not realize, in its full extent, that the end of education is outside and beyond the school. We must study the life which is about us, and into which the child will enter at his maturity, if we look forward to leading him up to a high ideal of noble living.

If you would be convinced of the magnitude of this question, just at dark, after the hour of labor, go into the lanes and alleys of any city and see the crowds of children swarming from out their dirty, squalid homes, wallowing in the dirt, growing up in filth, ignorance, and sin.

The great hope of the patriot, the philanthropist, the Christian is that many of these children are in our free schools. The spirit of the new education would incite us to teach these children not only the laws of personal health, but so much of sanitary science as pertains to cleanliness in all the surroundings of their homes; so much of political science as pertains to the mutual dependence existing between labor and capital; so much of patriotism as pertains to the blessings of a free, firm, enlightened government; so much of morals as pertains to questions of right and wrong; and so much of religion as pertains to their immortality. (See page 128.)

In dealing with children, conscience is the surest ally we can have. It is hers to unbar the window, take down the shutters, throw wide open the door, that the light of God's truth may have free access to the soul within. (See page 134.)

Changed environments.

The environments which surrounded the child seventy-five years ago were so different from those amid which he lives to-day, that it is difficult to institute a comparison. One of the first lessons which he learned was that of responsibility. He had his chores to do, his task to

perform independently of his school. As a member of the family he was under obligations to do something for the comfort of others. Habits of order and industry, of self-denial and serviceableness, became second nature.

I once knew a family in which there were three daughters. The two younger remained at home, and braided palm-leaf hats that the oldest sister might go to the academy for a year. Then the youngest and the eldest earned the money to send the second daughter; and then the two older did the same for the youngest. I have often questioned with myself whether the year's study at the academy was not intensified and strengthened by the fixedness of purpose and the self-denial which characterized the life of these New Hampshire girls while braiding straw in their father's house.

There is an educational value in work, as well as in books and teachers. We need to remember that, when we load the child with so many studies that he has no time for any labor about the farm or in the house or the office, we deprive him of a very essential part of his education. The school will yet see the necessity of strengthening rather than severing the ties which bind the life of the child to the real life of the community about him.

I have not advocated the adoption of the new education in all its details. I believe the most we can do is to catch its spirit, study its principles, and build them, as elements of strength, into our American system. I commend them with the more earnestness to every teacher because there is not a social, moral, religious, or political question of the day, the solution of which will not be affected by the instruction given

in our public schools; so great are the interests committed to our charge. Only let us study with care and thought all phases of our work.

Let There Be Light.

Quotations Worth Reading

FOUNDATIONS.

The prevention of crime is the duty of society. But society has no right to punish crime at one end if it does nothing to prevent it at the other end. Society's chief concern should be to remove causes from which crime springs. It is as much a duty to prevent crime as it is to punish crime.

—*Sarah B. Cooper.*

The child's restless observation instead of being ignored or checked should be diligently ministered to and made as accurate as possible.

—*Nathan C. Schaeffer.*

We teach him to read without implanting in his soul such love of the good in literature that he will choose the good and no other, and we have opened for him doors into evil paths as well as good, without power to withstand the temptations of the one and to steadily pursue the other.

—*Sarah L. Arnold.*

THREE REFORMERS.

Comenius, Rousseau and Pestalozzi, to whom much that is excellent in our American schools to-day can be traced, were men who wrote and taught because they saw a great need, because their intense emotional natures were stirred to the depths at the sight of children growing up in ignorance or wasting the precious time of youth in empty verbalism.

—*Charles De Garmo.*

The most important part of education consists in making children feel their helplessness and weakness and their dependency, and in accustoming them to the severe yoke of necessity which nature imposes upon men; and this in order that they may better understand how much is done for them, and that they may early learn in what position Providence has placed them, and may avoid endeavoring to escape from it; and that they may feel all the varieties of human weakness.

A child should no more obtain any favor by noisy begging than by tears or coaxing.

—*Rousseau.*

We do not divert men from error merely by contradicting their foolish words, but by dissolving out of them the spirit of their errors.

It does not help one to see to describe to him the night and its dark colors and shadows. We can show what the night is only by lighting up, and what blindness is by covering the eyes.

Just as little will one learn the right path to a place by being lead about through all the side streets where he might go astray.

—*Pestalozzi.*

The essence of education consists in this, that each department of human activity is developed in the individual; none of them isolately, but each in a harmonious relation to the others.

Therefore the school and life should each be treated as a unity, so that in education the attention may be fixed on the future man, the father of a family, the citizen, the patriot.

—*Froebel.*

THE OLD AND THE NEW COMPARED.

In the management of the school the teacher must count with the forces in the homes as well as those in the school; he is in the community and must be of it; he must be an organizer as well as an instructor; and last though not least, must abound in what is next to the most effective possession of all—good sense. Good character and good sense are the Alpha and Omega of the teacher's equipment. Other qualifications can be secured through proper effort or study, but these must be in the very nature.

—*Selected.*

John Stuart Mill said: "I rejoice in the decline of the old brutal and tyrannical system of teaching, which, however, did succeed in forming habits of application, but the new, as it seems to me, is training up a race of men who will be incapable of doing anything which is disagreeable to them."

It scarcely ever entered the heads of our teachers to question us about the ideas hidden in the great, long words and spacious sentences. It is possible that they did not always discover it themselves. "Speak up there and not read like a mouse in a cheese, and mind your stops"—such were the principal directions respecting the important art of elocution.

—*The District School as It Was.*

The common view of education restricts it too much to storing the memory with knowledge. The paramount duty of the student is to "get his lessons," and that of the teacher to see to it that he does get them. When the child first enters school a text-book is put into his hands; he is set to mastering words, learning definitions, committing rules and memorizing formulas. Recitations consist largely in reproducing the statements of the book in the language of the author.

—*Thomas J. Morgan.*

METHODS.

In mathematics, therefore, as in grammar, instruction centers in the principles to be understood and applied. All variations in

method, whether inductive or deductive, are different modes of presenting these generalizations.

—*Charles H. and Frank M. McMurry.*

TEXT-BOOKS.

But nobody has ever proposed to throw aside books as instruments of teaching and discipline. Such a proposition would involve cutting the child off in great degree from the past. It would involve the renunciation of the major part of civilization and would be a long step toward barbarism. The book must be retained—to this, all agree.

—*B. A. Hinsdale.*

Books have two advantages. Chiefly they are tools for the mind. The foot's step is short, but the engine lengthens the stride and hastens it. The smith's blow is weak, but the trip-hammer multiplies the might of man's hand. Thus books are mental machines, enabling the mind of man to reap in many harvest fields and multiply the mental treasures.

—*Newell Dwight Hillis.*

Questions for Examination

1. What distinction can you make between the old education and the new?
2. What were some of Rousseau's ideas?
3. What were some of Pestalozzi's ideas?
4. What can you say of Froebel?
5. How do the two schools differ in moral training?
6. In what respect is the country school the better?
7. The relation of the teacher to the text-book.
8. What is the great question in educating the child?
9. What do you understand by the expression "A Hobby Rider"?
10. What is said of the system which makes the promotion of pupils depend upon a certain per cent obtained by written examinations?

Suggestions Worth Thinking About

1. What is the true kindergarten idea?
2. In what respect should the teacher become a child?
3. Is the maxim "From the known to the unknown" always correct?
4. State some of the advantages and some of the disadvantages of the teacher's vocation.
5. Why is it incorrect to say, "First form the mind, then furnish it"?

CHAPTER XVII

BOOKS AND THEIR USES

The Grubbing-Hoe and the Axe

How can this flood of pernicious reading be stayed? It must be done, if done at all, in the expressive language of Dr. Chalmers—"by the expulsive power of a new affection." A purer current of thought at the fountain can alone wash the channels clean. For this purpose I know of no plan as yet conceived by philanthropy, which promises to be so comprehensive and efficacious as the establishment of good libraries in all our school districts, open respectively to all the children in the state, and within half an hour's walk of any spot upon its surface.

—*Horace Mann.*

Yet are we so made that each man will think of some authors as if they had served him better than others, the truth being that these are the authors with whom he is most in sympathy; they are the chosen friends of his soul.

—*William T. Harris.*

No matter how poor I am, no matter though the prosperous of my own time will not enter my obscure dwelling—if the sacred virtues will enter and take up their abode under my roof; if Milton will sing of Paradise, and Shakespeare open to me the worlds of imagination and the workings of the human heart; if Franklin will enrich me with his practical wisdom—I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live.

—*William Ellery Channing.*

THERE is after all much rough land to be cleared. Trees are to be felled, stumps to be uprooted, rocks to be displaced, before the mowing machine or the reaper can be called upon to gather the harvest. The axe and the grubbing-hoe must be wielded by strong arms, not for one season, but for many, before all traces of the primitive wilderness disappear.

The teacher's tools.

It is dig and burn and plow and work, day in and day out, which is the portion of the pioneer—and pioneers, in one sense, we all are. Life is very new to us. "We never traveled this road before; we never shall come this way again." If we stop to consider our past lives, to look over the ground along which we have come to our present work, we are astonished to find how often we have had occasion to use the rough tools of field life in order to clear our pathway and make a safe place for our footsteps.

But no one can work without tools, nor can he work to any advantage with them until he becomes skillful in their use. The tools at your disposal wherewith to do your work are books, and the art of using them to the best advantage comes, as skill always comes, through thought and practice.

Books: their use and abuse.

Emerson says that books are only to inspire. Knowledge is of secondary importance. "That alone ministers to the growth of the race which, coming from the heart of one, finds lodgment and life in the heart of another. Without books not only would schools, colleges, and universities disintegrate and disappear, but everything which we call culture would vanish, and society would lapse at once into barbarism."

Emerson is right. The inspiration which makes life worth living is drawn from the printed page. To place a book in the hands of a child, after he has been taught to read it, is an act of the greatest moment. We give him the key and teach him to unlock the door which opens into all the activities of life. We recognize that, in the fullness of his creation, he ranks but little lower than the angels of God. The child who in his youth is led to open his heart to the inspiration of books,

anchors his life to the teachings of the great and good of all ages. (See page 70.)

We have fallen upon an age of books, dealing with every conceivable subject, and with every possible motive. Good, evil, and indifferent, like Jeremiah's figs, the good very good, and the poor exceeding poor, they are scattered broadcast as the sower scatters the wheat.

It is true that evil is embalmed in books; that the meanest vices of men speak from the printed page. It is equally true, however, that books are the open doors through which the poorest and the humblest enter into the inheritance provided for us by the imperial intellects of the world. An old writer says: "Without books God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in Cimmerian darkness."

The age of investigation.

Likewise we have fallen upon an age of investigation. Men are unearthing the buried trophies of old nations, and are striving to read the records of the ages before the flood. The explorer is visiting the utmost corners of the earth. Every decade sees new avenues of trade opened with opulent cities. The schoolboy of to-day, who becomes acquainted with the world's great channels of commerce, knows the geography of vast continents which, on the atlas that his father studied, were marked as "unknown regions."

The last half century has been especially prolific in great names, and history can no longer be taught apart from biography. In making history the nations of the earth change not only boundaries of empires, but the habits and customs of whole peoples.

Once science delighted in a few chosen worshipers.

Cuvier and Humboldt, Agassiz and Morse, were high priests in the secret places of her sanctuary. Now she throws wide open the gates of her temples, and the great refrain of her praise is full of the voices of the common people. The mechanic or the laborer has more avenues of scientific investigation opened to him through books and journals than were known to the professed scientists fifty years ago.

To impart useful knowledge and to inform the child of the sources of knowledge, are two ends to be kept in mind by the teacher. In both respects the text-book alone is insufficient. In order to bring the text-book within reach of the parent's means most authors have reduced it to a mere epitome; a compendium, embracing only certain facts, or general truths.

Intelligent teaching is not content with this. Geography and biography both must be studied in connection with history. Travels, the lives of eminent explorers, the commercial value of a country must be connected with geography. With physical geography the child studies the contour of the continent, the supplies of fuel, of building material, the mineral resources, and the products which constitute the wealth of agricultural states. I have indicated but a few of the many lines which can be successfully followed out by the pupil, aided and directed by the teacher. It is impossible for either to do this without books of reference. (See page 72.)

The library.

We may with profit devote a little space to considering the best methods of making the school library useful, and also to the character of the books which should be found upon the shelves. Then we will talk of the reading best adapted to improve the teacher.

We cannot overestimate the influence of books upon the child's mind. Goldsmith's *Vicar of Wakefield* gave tone to the intellectual development of Goethe. Irving, when a boy, read with eagerness *Robinson Crusoe*, and afterward Chaucer and Spenser. William Wirt read in the library of a Presbyterian minister with whom he studied, and Whittier read Shakespeare by stealth, when at work in the fields of his father's farm. Dr. Livingstone, as a boy of ten, worked in a cotton factory; yet he read and studied, not only at night, but during the hours of labor. Dr. Adam Clarke, a celebrated divine and scholar, was a dunce at school; but in after life he was wont to attribute his literary taste to reading *Jack the Giant-Killer, Arabian Nights, Sir Francis Drake, The Pilgrim's Progress*, and similar works.

Rightmindedness to be aimed at.

It is one aim of the school to develop right-mindedness in the pupils. That it fails to do so is a most serious charge. The enemies of the public school system regard this as the vulnerable point, and are massing their forces against it. It does not avail anything that these charges are in a measure untrue. The main charge, that we fail to make our teachings reach out into the homes of the pupils, is true. The mental growth of the child at school should not be separated from his mental growth at home. When they are in the same line the greatest progress is made; when they are in opposing, or diverging lines, one or the other must eventually predominate and become the character of the man.

The school library promises to furnish the missing link between the school and the home. The book, in the hands of the child, carries on the work of the school in a more attractive form, or silently repeats

the lessons of virtue and morality which he hears from the lips of the living teacher.

It is well to dwell for a moment upon this point, for the idea is gaining ground very rapidly that the library is a necessary adjunct to the school. In the hands of an intelligent, cultivated teacher the library becomes a most useful auxiliary in reaching the people in their homes. Without it, school extension is wellnigh impossible. The boy who is interested in his reading, and talks about it at home and in school, is not generally a difficult boy to manage. Those young people in the community who come back occasionally to the schoolhouse for a book from the library form a bond of sympathy between the school and the public, which goes far toward establishing and maintaining mutual confidence and respect. Encourage this custom.

The library in the home.

Probably not thirty per cent of the children in our schools advance beyond the elementary branches, yet they are to vote, to hold office, and to enjoy the rights and privileges of citizenship. Their toil will be lightened, their lives made brighter, the home atmosphere rendered purer and more wholesome by teaching them as a part of their school education, to consult the printed page along lines of which literature, science, history, or art are the chief.

This matter of libraries, the choice of books, how to read them, how to induce pupils and people to read them, deserves much more attention than it receives from teachers.

In our normal schools, and in our institutes and associations, we dwell too exclusively upon the technical side of the subject as presented by the text-book, or as elucidated in some favorite method. "How shall I

best teach reading, writing, arithmetic?" are important questions; but far greater is the question: "How shall I reach the pupil in his innermost consciousness, so that he will continually grow, not alone in knowledge but in wisdom?"

That he should be able to earn an honest living and support those dependent upon him, is a worthy aim. To this end honesty, prudence, economy, thrift, all should be inculcated in his daily lessons. Yet it is much more important so to shape and mould his education at school and at home that it may influence his entire conduct toward his neighbor and the world, and that, when dying, he may feel that his life has added a unit to the sum total of human happiness.

The influence of books.

The books in a library should tend to promote moral and intellectual growth. Books cannot be read without exerting some influence. They elevate or degrade; they strengthen or weaken; they add to, or subtract from, mental force. One man reaps tares, and another gathers golden grain, in the same field, because of the seed sown somewhere in his early life. Books are but tools in the artist's hands.

At times I think that we are sculptors more skillful than any in the studios of Florence or Rome; that we are painters in a higher sense than any of the masters of the old world. If sometimes our clumsy touch seems to mar the beautiful figure we would make, if now and then the faces we would paint seem to grow dim and fade from the canvas, it is only because our mortal senses are too dull and gross to fashion the form, or to divine the colors, which only the clearer light of eternity can bring into full relief.

Sancho Panza said: "Blessings on him that first

invented sleep"; rather, blessed be he who first invented books; through them "the broken sounds of life become a song and life itself a long sweet melody."

Choice of books.

There are two classes of pupils in your school who will need special attention—those who are not fond of reading anything, and those who read everything. The first class must be allured into paths of reading, while the second class needs cultivation and direction, and sometimes restraint.

When a pupil does not care to take books from the library, or stops drawing them, do not urge the matter. Such a pupil may be given some entertaining volume, to read during school hours, selected from the books on your table. Do not tell him that you expect to examine him on its contents; that will kill your purpose. The object is to induce, if possible, a taste for reading. This is often the first step toward leading a child to read at home.

Do not be too particular about the real worth of the book, provided it is not low, and teaches no bad lessons. It should be entertaining, plentifully illustrated, and with an attractive binding. If he desires to carry it home, that is a good omen; allow him to take it, even though you run the risk of its being soiled. Keep such books well covered and protected, but books are for use, not show. I would not insist upon his taking another book at once, but let him look over several and read a little in each until he is interested in one of them.

The library half hour.

In the case in which the pupil reads too much, restrict him to one book a week and require a carefully prepared account, either verbal or written, of its contents. Set apart a certain time each week to talk *with* the children, not *at* them, about books and authors, and let the pupils

have one-half the time to express themselves; connect the reading of such children with their school work, in part at least. It is not wise to do so entirely, lest, when lessons stop, the reading stops also.

During this half hour the teacher has frequent opportunity to recommend this or that book to his pupils; to tell them that a certain author has written another book which is as good as the one they have been talking about; or to direct them where to look for an incident, a story, or a poem. This system gives these advantages: (a) It enables the teacher to direct and control the pupil's home reading, without seeming to interfere with his right of choice; (b) it cultivates language and expression in the most practical way; (c) it familiarizes pupils with authors; and (d) it induces pupils to form habits of reading with care and attention.

Perhaps you have no library at your disposal. That is unfortunate, but where there is a will there is a way. Question pupils as to their reading. Encourage them to bring their reading to school, and do not be too much horrified if you find that the dime novel has its attractions. A prominent school man says that when eight years old he read *Sixteen String Jack*, and kindred books, and even now is not ashamed of it. He would not approve of that kind of reading for his own son, but would provide something more suitable.

Fiction.

What he really meant was, that he was at just that age when he must have something to satisfy an unusually active mind, and he took such books because he had nothing else at hand. The active boy must have some adventures in the book he loves to read. The wide-awake teacher will furnish, from history and biography, exactly such material as is best calculated to

charm the boy the more because he knows it is real. The stories which our grandmothers told us of pioneer life attracted us because we knew they were true. The little girl expressed it in childish language when she crawled up into her father's lap and said, "Tell me a *really* story, papa."

The dime novel.

In a certain room the teacher burned three dime novels in one half day. The pest disappeared as by magic, and we congratulated ourselves upon our easy victory over sin, until we discovered that the boys still brought their dime novels to school—and hid them under the sidewalk. On their way home at night they exchanged with each other, and laughed at their teacher. They had established a kind of a clearing house for dime novels.

Under similar circumstances, to-day, I would act differently. I would encourage the boys to bring their reading to school, as a friend talk with them about it, offer them a substitute, and endeavor to lift them into a desire for something higher and better. You must get the boy's confidence, which you do not get when you destroy the book in which he has the right of ownership. I have seen revenge, anger, and malice flash out of the boy's eyes at the destruction of his rubber gun or of his dime novel by the teacher. Before he reached home he had another gun, or a worse book. The poor birds paid the penalty, or he himself suffered from the book. The right of ownership is just as sacred to the boy as to the man.

Possibly you teach in a school in which your entire time is taken up in hearing lessons, and the entire time of the pupil at home and in school is taken up in studying or reciting lessons. All I have to say in such a case is: "Reform is necessary." In his early boy-

hood, Horace Greeley was a reader of newspapers, and was so thoroughly posted in current events that he was cited as authority in political discussions. Frequently a disputed question in history or politics was settled by reference to him. "We'll leave it to Horace," and his word decided it. If we ever get over this age of cram, of measuring off learning by the page, as the merchant measures off calico by the yard, more time will be given the pupils to read and to digest what they read.

Selecting books for the library.

In selecting books for library use, the book which contains low slang phrases should be discarded; so should one which teaches by expression, or inference, any degree of irreverence for sacred things.

Do not place on the library shelf a book which teaches that it is smart to thwart the wishes of parents or teachers. *Peck's Bad Boy*, outrageously disgusting in its incidents, and bad in its tendency, differs from some others only in that its teachings are stripped of all disguises, and the stories are told in plain, bold English.

We ought, also, to throw out all books that tend to familiarize the child with the haunts of vice, or the ways of villains, in our large cities. Vice will force itself into the presence of the child soon enough, without any help from books. Pope's second thought was best when he wrote:

> Vice is a monster of so frightful mien
> As, to be hated, needs but to be seen;
> Yet seen too oft, familiar with her face,
> We first endure, then pity, then embrace.

Some one writes that we should avoid rubbish in a school library. It is very true; but children's reading should be such as not to cultivate a taste for rubbish.

There has been a great change in the character of books designed for children, since Maria Edgeworth wrote *Harry and Lucy* and *Popular Tales*, and Mary Russell Mitford wrote *Our Village*. The wells which the servants of our fathers dug in their days, the Philistines have stopped up and filled with earth.

Children's books.

While the shelves of the bookstores fairly groan with the weight of books prepared expressly for children, it is possible that children are receiving an injury from the character of some of the books which they read. The book which conveys information, increases the power of expression, induces thought, and makes a lasting impression, is a good book for the child. He grows strong, manly, and independent through reading it.

On the other hand, a book from which all life and vitality has been extracted; which, with a view of bringing it down to the level of the child's mind, has been diluted until it has lost the vigor of thought and clearness of expression which characterize the author, is not a good book for children. The intent is to make it even more interesting and attractive than it was as it came from the author's hands, but it has been robbed of its power of inducing thought, and is no longer to be classed among books suitable for the district library. *Robinson Crusoe* in words of one syllable is not the same *Robinson Crusoe* which De Foe wrote; and Little Nell of Dickens' creation is best portrayed in Dickens' own words.

Julian Hawthorne says that books for children should be such as you like to read because they interest you. The little girl came to her teacher with the request to let her keep her library book another week. "First father read it, then mother, and now sister is reading

it. I guess I can have it next week." The child enjoyed the book all the more because others of the family liked to read it.

What the school library should contain.

The school library must be picked out with certain ends in view. It must contain on its shelves, not alone history, poetry, fiction, but also books which bear upon the industries in the midst of which the school is located. A library suitable for farmer's boys and girls is not the best for children whose parents work in mines or factories.

If nature study is to be permanently installed in its appropriate place, it must not be allowed to degenerate into meaningless talk, lest the same fate overtake it which has fallen upon the object teaching of twenty years ago. There is scarcely a trace of object teaching left to-day, and, unless we are careful, in twenty years nature study will be classed with the lost fads.

Do not misunderstand me as opposing nature study. Only, nature study must call for the exercise of research and application on the part of the pupils as well as the teacher. The library must furnish books to be read by the teacher and pupils in connection with these subjects which I have mentioned as of importance to the school and to the community about it. (See page 70.)

Without preparation and training in methods, teachers can no more instruct intelligently in nature study than they can in language or numbers. The object of the lesson is not alone to inform, but to stimulate and to create a desire to know more. This desire, awakened by an enthusiastic teacher, dies out unless the library supplies something to nourish and strengthen it.

I gravely fear that the books usually selected for the library are not of the character here indicated. They do not furnish the sustenance needed for a healthy growth of mind.

I desire not to criticize too severely. The suggestion that much greater care should be taken in selecting books, that many should be rejected because the only claim they have is their ability to amuse, and their places supplied with those of a higher grade, is perhaps all that there is time to offer in this chapter. The library should be selected with a definite purpose in view. The old order of things must soon pass away, and in the new curriculum there will be use for books bearing upon every subject connected with social life in the country or city.

Books for the country school library.

The strength of the country school should be in the library. Not in the heterogeneous mass of books, bearing upon everything in general and nothing in particular, but in a collection carefully made up and chosen, having in view the highest possible usefulness to pupils and people.

Let me briefly recapitulate. The library, in order to be of the greatest service to the community tributary to it, should contain:

First, books which treat of agriculture, or of the industry most prominent in that region because it furnishes the means of living to the inhabitants. They should pertain especially to whatever is the center of interest to that people.

Second, those which treat of animal life: the birds most pleasing as songsters, and those most useful in destroying injurious insects and worms; the care of bees; the habits of ants and wasps; the care of domes-

ticated animals, and the profit in raising them. Above all things children should read books which have a humane side as regards the life which is about them.

Third, horticultural books, which treat of fruit trees, of grafting and pruning, of vineyards, of small fruits which every family can raise with slight expense, but which add to the comfort of the table and swell the purse from which the housewife purchases the many little things needed in her family.

Fourth, books which treat of floriculture. The real poetry of life is the beauty of the rose, the wild flowers on the prairie or in the woods. Window gardening and the care of lawns and shrubbery, with a view of beautifying the laborer's home should be included. The æsthetic side of the child's nature will always respond to the influence of chaste, pure, beautiful surroundings.

Fifth, on the shelves should be books treating of arbor culture. The child should be interested in trees; how to plant and transplant them. Which trees are most useful for timber, for fruit, for shade, for beauty, and which are of the most rapid growth, may be beneficial subjects for research and discussion.

Sixth, on another shelf should be found books that are to be read in connection with geography, a subject which cannot be rationally taught without reference to mineralogy, meteorology, and geology. There should also be an abundance of historical works and books of travel. These latter should be plentifully illustrated. We do not appreciate how much a child can get out of a picture in the books he reads. Elementary books along these lines, and at the disposal of the pupil and the teacher, add to the interest of the school and the success of the teacher's work.

Seventh, there also should be a miscellaneous collection suitable for reading at the fireside, or in the family circle. Not every new book that is published should find lodgment in the school library. Only those should be given a place which are pure in style and elevating in sentiment. Dickens and Hawthorne, Cooper and Prescott, Tennyson and Longfellow ever must hold the first place as choice English classics. The dictionary and a variety of reference books should never be omitted. We make a mistake when we limit the usefulness of the library to the pupils in attendance at the school. There must be available on its shelves books for home reading for the family. History and biography, travels and science, art, poetry, and fiction all are needed to enlarge the horizon of the citizen's knowledge and to make him "a citizen of the world." The farmer's institute, the lyceum, the debating club, the mother's club should be stronger and more effective because of the inspiration drawn from the books in the school library. The questions which arise in parliamentary law, in civil government, in the state and national constitutions, should be answered by reference to the best authorities. (See page 67.)

The library of use to all young people.

The library should be open to the young people who have left school, but reside in the neighborhood. The power and usefulness and happiness of the teacher will be increased, if from the register he will learn their names, and then take pains to make their acquaintance and enlist their sympathy in the support of the library and the school. "Any one who is a pupil of this school can use these books," is too narrow a regulation. "Any one is welcome to this library who is a resident of the district and will give assurance that the books will

be carefully read and promptly returned," would be far better.

In a certain kindergarten room in Ohio, the following sentence is posted up where no one who enters the front door can fail to see it: "The object of this house is to provide a center for the social, mental, and moral life of the people; to educate the children, to encourage the parents, and to assist the workers, that life may be brighter and happier for all." Change the word *house* to *library*, and you have exactly my idea of the purpose of a school library.

There is space for a short discussion of our third topic—the reading most beneficial to the teacher.

The teacher's reading.

As a general rule the American people read everything. There are books, papers, magazines, in nearly every home. The doors of countless libraries are open to children and adults, so that no one can say, "I can get nothing to read." Most people read without much discrimination. An old poet remarked:

> Most readers, like good-natured cows,
> Keep browsing and forever browse;—
> If a fair flower comes in their way,
> They take it, too, nor ask, "What, pray?"
> Like other fodder it is food,
> And for the stomach quite as good.

R. H. Quick says: "Reading some books is like going down hill—you can hardly stop. Reading others is like going up hill, and the ascent sometimes becomes so very steep that further progress becomes impossible. I don't often read the down-hill books, which consist mostly of good fiction. It would, perhaps, be better for me if I did, for, in consequence of always going up hill, I get accustomed to very slow action. A run down

hill would raise my spirits, and I dare say prove no loss of time in the end."

In this Quick recommends two kinds of reading: that which requires thought and study, which is like going up hill, and that which consists mostly of good fiction, which is easily read and which is like going down hill. The first is mainly professional reading. It is a pity that we include in the term professional only those books which treat of pedagogy, psychology, and methods. There are other lines pertaining to literature, history, science, and general information, which are professional in the highest sense. In fact, any reading which gives the teacher additional power as an instructor, widens his range of information, and gives a clearer insight into the pupils' needs and mental powers, is to be encouraged.

This uphill reading, as Quick terms it, requires constant, persistent thought. With pencil in hand, the reader scans the page, stops here and there to mark and re-read a striking passage; perhaps he fails to gather just the author's ideas or thoughts until he has time to weigh the words and study the construction, but he does not consider the reading finished until he has made the author's thought his own. It is slow work, at times, but it makes a student of the reader. (See page 98.)

A book read in this way will bear re-reading again and yet again, and every reading will bring new thoughts to the surface. Such a book becomes in time an old friend, staunch and true, to hold converse with whom is a perpetual delight. Have a quiet room; fix, as far as possible, upon a certain allotted time each day; give your entire attention to your book, and you will be surprised at the results, even though you allot to it but thirty minutes at a sitting.

The question is sometimes raised, whether it is not a waste of time to read novels. When I was a boy my brother made me a bow of hickory, and showed me how to use it. After a time he left it in my hands, with this injunction: "Be sure and loosen the string when the bow is not in use. You will ruin it if you keep it strung all the time." The teacher who leads a strenuous life at home and at school, with little or no relaxation, loses his elasticity of mind and soon ceases to do good work. It is the dull, dead monotony, the ceaseless grind, that brings on prostration and eventually drives the teacher out of the schoolroom. (See page 201.)

Reading fiction by the teacher.

A teacher who leaves his schoolroom Friday, wearied with the week's work, and, unrested, returns to it Monday, may find relief if he has on hand some reading which he enjoys. Some story of the day, some tale by an old author, anything to take his mind off his school and school duties, will help him rest.

My advice is that you have two lines of reading, the one of which you follow carefully and thoughtfully the other you may read for relaxation and amusement. They are equally necessary to your success.

You should own some of the books which give you the most delight. One or two good books purchased every year will strengthen your love of reading. There is a pride of ownership in a book, which makes it a part of your family, so to speak—a part in which you never lose interest. There are a few suggestions to which I wish to call your attention. In every case choose books that are a well of pure, undefiled English. Of the last century, Dickens, Hawthorne, Thring, Scott, Cooper, Tennyson, Thackeray are among the best examples.

The teacher should own books.

Of living authors there is a great multitude, which no man can number. Few of them will survive through the ages. For the present you must be guided by your taste.

Again, do not read books which are too far above your comprehension. I know we sometimes take pride in saying we have read them, but they are not written for us, and we get no benefit from our attempt to understand them. And don't read everything that some friend recommends to you as good. "What is one man's meat is another man's poison." Some books are to be read with the understanding; some with the heart.

Reading the Bible.

Every teacher should include the Bible among the books with which she should be acquainted. I say nothing of it here as a religious book, but simply as a book of whose literature no teacher can afford to be ignorant. Neither do I say anything of its use in the schoolroom. In that you must be guided by the laws of the state, the rules of the Board, and by your own judgment of what is best. But its precepts are at the foundation of all moral training in school, and of all right living in life. The excavations of buried cities in the East are proving that its history is in the main reliable. Its pages contain the loftiest poetry, the purest code of morals, the deepest philosophy of any book in existence. Without the strength and influence which come from the Bible our civilization could not endure for one generation. My advice to teachers is not alone to *read* the Bible, but to *study* it, that they may be ready to explain reference made to it in any branch; and above all to emphasize its teaching in the everyday life of the school. Its maxims, its precepts, its poetry may be

taught and infringe upon no man's liberty of conscience. They must be taught if our children are to live in a Christian civilization. (See page 127.)

After all, books are to be read with a purpose. The intelligent reader gets from them the same assistance that the pioneer gets from the

Grubbing-Hoe and the Axe.

Quotations Worth Reading

BOOKS, THEIR USE AND ABUSE.

In science, where the highest intellectual qualities are brought into play, most of the great discoverers have owed their entire scientific knowledge to self-taught methods of investigation.

—*Harold E. Gorst.*

You may also confer an important benefit on the neighborhood in which you are employed by promoting the formation of a library of scientific and useful books. The attention of the young is not sufficiently given to reading of the most *useful* kind.

—*R. S. Hall.*

Read a little of some good author every day. Not that you may always make his thoughts your own, but rather that his thoughts may stimulate yours and that the purity of his language may be a model for your imitation. A little reading will oft make an intellectual giant, while the gluttonous, all-devouring reader remains a dwarf. It is true concerning readers that "Pigmies are pigmies still though perched on Alps, and pyramids are pyramids in vales."

—*Talks to Young People.*

Our own English literature is probably, taking all things into consideration, the richest of all literatures, and for us it is without question far the most valuable. I would, therefore, recommend to each one of you to make it a point to become somewhat fully acquainted with this noble literature.

—*George B. Emerson.*

How careful then should we be to make learning as agreeable as possible, to beware of exciting disgust toward study, and to nurture a literary taste, not only as good in itself but as an important preservative from evil especially to boys in future life!

—*Hints on Early Education.*

THE LIBRARY.

The library has no right to set itself up as a censor of public morals, forbidding men to read anything. But since it has

important functions to discharge toward the public it is bound to choose those books best suited to its purpose, and must understand that purpose clearly and adapt the means to the end.

—*W. R. Eastman.*

I cannot believe that the librarian is merely to register the wishes of the boys who want *Buffalo Bill* or *Peck's Bad Boy* or the books of this class with which the press is swarming. The duty of the librarian is to elevate the standard of taste in a town. His function is an educational function. He represents among books what the director of music does in great opera houses. He is to elevate as rapidly as possible the standard of taste of the town.

—*R. H. Jones.*

THE LIBRARY HALF HOUR.

The teachers can suggest to pupils valuable books suitable for their age, attainments, tastes, and necessities. Many a boy has been ruined by the dime novel, who might have been saved by reading books of real adventure and true heroism, suggested to him by some thoughtful, faithful teacher. Seldom does a day pass when the vigilant teacher has not an opportunity either in class or in private conversation to drop into the prepared soil of some pupil's mind a hint of some valuable book to read.

—*Thomas J. Morgan.*

There are some people, old and young, who will never read; there are many who can easily be made to read too much. It is possible to read too many books, even good books. The Sunday School library, and even the public library, sometimes bring to the young people too many books to their mental development. We need to emphasize the use of books rather than the reading of books.

—*A. E. Winship.*

One point I urge; I know it to be essential. We don't take pains enough to show our pupils the beauty of English style. I tried it with a grammar school. During a recess I picked up a volume of De Quincey and read it quietly to myself. The pupils were still in five minutes and came about my desk to listen. If you show children the beauty of perfect English speech you have done more than anything else to free them from the baneful style of these objectionable authors. Children appreciate the things that are lovely and of good report if you put them before them.

—*C. C. Rounds.*

FICTION.

One must not be altogether dissatisfied if it is found that the novel is the chief book in demand, especially in the first five years of the home reading circle. In our day the novel discusses every question of history, politics, sociology and natural science. The old-fashioned novel which describes manners has its great use,

too, in the fact that it gives to the people of whom we are speaking, the people of the rural districts, a ready knowledge of manners and customs of polite society. In this respect it is sometimes more useful than books of science and history.

—*William T. Harris.*

The story itself of Sir Launfal's quest of the Holy Grail is one easily appealing to the childish mind, and its life lesson,

"The Holy Supper is kept, indeed,
In whatso we share with another's need;
Not what we give, but what we share,
For the gift without the giver is bare,"

can be taken into life forever.

—*The World Beautiful in Books.*

He who *can think*, and *loves to think*, will become, if he has a few good books, a wise man. He who knows not how to think, or who hates the toil of doing it will remain imbecile though his mind be crowded with the contents of a library.

—*The School and the Schoolmaster.*

THE BIBLE.

I contend that we are not only on the point of impoverishing life and literature by the neglect of the English Bible, but that we have already impoverished life and literature. I am not dealing with a problem that lies in the future, I am speaking of a condition which is at hand. We are impoverishing life and literature by striking out of our life and our reading one great monument of our literature, the source from which much of what is best in later centuries is drawn, the inspiration upon which the best English style has been built.

—*Nicholas Murray Butler.*

It is apparent that familiarity with the English Bible, as a masterpiece of literature, is rapidly decreasing among the pupils in our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some states as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible as a literary work of the highest and purest type side by side with the poetry and prose which it has inspired and in large part formed.

We do not urge this in the interest of sectarian instruction of any kind, but that this great book may ever be the teacher's aid in the interpretation of history and literature, law and life—an unrivaled agency in the development of true citizenship as well as in the formation of pure literary style.

—*Resolution of National Educational Association, 1902.*

Questions for Examination

1. Rewrite the extract from William Ellery Channing.
2. What does Emerson say of books?
3. How would you meet the evil of dime novels in your school?
4. Write of the influence of books upon the child's mind.
5. How may you possibly lead a pupil to form the reading habit?
6. What can you do if you have no library at your disposal?
7. What suggestions are given for the selections of library books?
8. How should a book be read in order to be of the greatest use to the reader?
9. Mention a small list of the best English authors.
10. How may a library period be conducted to the best advantage?

Suggestions Worth Thinking About

1. Who was Hawthorne?
2. Who is my *one* favorite author?
3. Can I afford to begin the formation of a private library?
4. Am I making myself acquainted with good literature?
5. "Current Events"—what attention should be called to them?

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